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## The Situation as Regards the Course of Study. III.\*

By PROFESSOR JOHN DEWEY, University of Chicago.

(Concluded.)

If I were to touch upon certain other matters fundamentally connected with the problem of securing the teachers who make the nominal course of study a reality, I should be started upon an almost endless road. However, we must not pass on without at least noticing that the question is one of political as well as of intellectual organization. An adequate view of the whole situation would take into account the general social conditions upon which depends the actual supplying of teachers to the school-room. The education of the candidate, of the would-be teacher, might be precisely that outlined above, and yet it would remain, to a large extent, inoperative, if the appointment of school teachers was at the mercy of personal intrigue, political bargaining, and the effort of some individual or class to get power in the community thru manipulation of patronage. It is sentimental to suppose that any large and decisive reform in the course of study can take place as long as such agencies influence what actually comes in a living way to the life of the child.

Nor in a more comprehensive view could we be entirely silent upon the need of commercial as well as political reform. Publishing companies affect not only the text-books and apparatus, the garb with which the curriculum clothes itself, but also, and in direct fashion, the course of study itself. New studies are introduced because some pushing firm, by a happy coincidence, has exactly the books which are needed to make that study successful. Old studies which should be entirely displaced (if there be any logic in the introduction of the new one), are retained because there is a vested interest behind them. Happy is the large school system which is free from the congestion and distraction arising from just such causes, as these. And yet there are those who discuss the relative merits of what they are pleased to call old and new education as if it were purely an abstract and intellectual matter.

But we cannot enter upon these larger phases. It is enough if we recognize the typical signs indicating the impossibility of separating either the theoretical discussion of the course of study, or the problem of its practical efficiency, from intellectual and social conditions which at first sight are far removed ; it is enough if we recognize that the question of the course of study is a question in the organization of knowledge, in the organization of life, in the organization of society. And for more immediate purposes it is enough to recognize that certain conditions imbedded in the present scheme of school administration affect so profoundly results reached by the newer studies, by manual training, art and nature study, that it is absurd to discuss the value or lack of value of the latter, without taking these conditions into account. I recur to my original proposition : that these studies are not having their own career, are not exhibiting their own powers, but are hampered and compromised by a school machinery originated and developed with reference to quite different ends and aims. The real conflict is not between a certain group of studies,

the three R's, those having to do with the symbols and tools of intellectual life and other studies representing the personal development of the child, but between our professed ends and the means we are using to realize these ends.

The popular assumption, however, is to the contrary. It is still the common belief (and not merely in popular thought but among those who profess to speak with authority), that the two groups of studies are definitely opposed to each other in their aims and methods, in the mental attitude demanded from the child, in the kind of work called for from the instructor. It is assumed that we have a conflict between one group of studies dealing only with the forms and symbols of knowledge, studies to be mastered by mechanical drill, and between those which appeal to the vital concerns of child life and afford present satisfaction. This assumed opposition has been so clearly stated in a recent educational document that I may be pardoned quoting at length.

"In regard to education we may divide the faculties into two classes—the doing faculties and the thinking faculties. By the doing faculties I mean those mechanical habits which are essential to the acquisition of knowledge, and pure arts, such as the art of reading, that of performing arithmetical operations with rapidity and correctness; that of expressing thoughts in legible characters, and in words of grammatical arrangement. These arts can only be acquired by laborious drilling on the part of the teacher, and labor on the part of the pupil. They require little instruction, but repetition until they are performed with ease and almost pleasure. To neglect to impart these habits is to do a great injury to the child; nothing should be substituted for them, tho the instruction in other branches which require more thought and less art, may be mingled as recreations with them."

I have never seen so condensed and comprehensive a statement of the incompatibility of aims and method for both teacher and pupil as is given here. On one side we have "doing faculties" by which is meant powers of pure external efficiency. These find their expression in what are termed "arts," which is interpreted to mean purely mechanical habits—sheer routine facility. These are acquired by continued drill on the part of the teacher, and continued laborious repetition on the part of the child. Thought is not required in the process, nor is the result "instruction"—that is a real building up of the mind; the outcome is simply command of powers, value not in themselves, but as tools of further knowledge, as "essential to the acquisition of knowledge." The scheme of contrasting studies is not so well developed. It is made clear, however, that they appeal to thought, not to mechanical habits, and that they proceed by instruction not by drill. It is further implied that their exercise is attended not so much with labor as with pleasure on the part of the child—which may be interpreted to mean that they have a present value in the life of the child, and are not mere instrumentalities of further advancement. The situation as regards school work is contained

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in the proposition that the mechanical facilities based upon sheer drill and laborious repetition must make up the bulk of the elementary education, while the studies which involve thought, the furnishing of the mind itself, and result in a direct expansion of life, "may be mingled as recreations." They may be permitted, in other words, in the school room as an occasional relief from the laborious drill of the more important studies.

Here is the dividing wall. The wall has been somewhat undermined; breaches have been worn in it; it has, as it were, been bodily pushed along until the studies of thought, of instruction, and present satisfaction occupy a greater bulk of school time and work. But the wall is still there. The mechanical habits that are essential to the acquisition of knowledge, the art of reading, of performing arithmetical operations, and of expressing thought legibly and grammatically, are still the serious business of the school room. Nature study, manual training, music and art, are incidents introduced because of the interest they provide, because they appeal to ability to think, arouse general intelligence, and add to the fund of information. A house divided against itself cannot stand. If the results of our present system are not altogether and always satisfactory, shall we engage in crimination and recrimination—setting the old studies against the new and the new against the old—or shall we hold responsible the organization, or lack of organization, intellectual and administrative in the school system itself? If the old bottles will not hold the new wine, it is conceivable that we should blame neither the bottles nor the wine, but conditions which have brought the two into mechanical and external relation to each other.

If my remarks in dwelling upon the split and contradiction in the present situation appear to take an unnecessarily gloomy view of the situation, it should be remembered that this view is optimism itself as compared with the theory which holds that the two groups of studies are radically opposed to each other in their ends, results and methods. Such a theory I repeat, holds that there is a fundamental contradiction between the present and the future needs of the child, between what his life requires as immediate nutritive material and what it needs as preparation for the future. It assumes also a fundamental conflict between that which nourishes the spirit of the child and that which affords the instrumentalities of social progress. The practical consequences are as disastrous as the logical split is complete. If the opposition be an intrinsic one, then the present conflict and confusion in the school-room are permanent and not transitory. We shall be forever oscillating between extremes; now lending ourselves with enthusiasm to the introduction of art and music and manual training because they give vitality to the school work and relief to the child; now querulously complaining of the evil results reached and insisting with all positiveness to the return of good old days when reading, writing, spelling, and arithmetic were adequately taught. Since by the theory there is no possibility of any organic connection, any co-operative relation, between the two types of

study, the relative position of each in the curriculum must be decided from arbitrary and external grounds; by the wish and zeal of some strong man, or by the pressure of temporary popular sentiment. At the best we can get only a compromise; at the worst we get a maximum of routine with a halo of sentiment thrown about it, or a great wish-wash of sentimentality covering up a minimum of grind.

As compared with such a rule, the conception that the conflict is not inherent in the studies themselves, but arises from maladjustment of school conditions, from survival of mode of educational administration that was adapted to different ends from those which now appeal to us, is encouragement itself. The problem becomes first an intellectual and then a practical one. Intellectually what is needed is a philosophy of organization: a view of the organic unity of the educative process and educative material, and of the place occupied in this whole by each of its own parts. We need to know, that is to say just what reading and writing and number do for the present life of the child and how they do it. We need to know what the method of mind is which underlies subject matter in cooking, shopwork, and nature study, so that they may become effective for discipline, and not mere sources of present satisfaction and mere agencies of relief—so that they too may become as definitely modes of effective preparation for the needs of society, as reading, writing, and arithmetic have ever been, nay, even more so.

With our minds possessed by a sane and coherent view of the whole situation, we may attempt such a gradual yet positive modification of existing procedure as will enable us to turn it into practical effect. Let us not be too precipitate, however, in demanding light upon just what to do next. We should remember that there are times when the most practical thing is to face the intellectual problem, and to get a clear and comprehensive survey of the theoretical factors involved. The existing situation with all its rigidity and all its confusion, will nevertheless indicate plenty of points of leverage, plenty of intelligent ways of straightening itself out to one who approaches it with any clear conviction of the ends he wishes to reach, and of the obstacles in the way. An enlightenment of vision is the prerequisite to efficiency in conduct. The conservative may devote himself to the place of reading and writing and arithmetic in the curriculum in such a way that they shall vitally connect with the present needs of the child's life, and afford the satisfaction that always comes with the fulfilment, the expression, of present power. The reformer may attack the problem not at large and all over the entire field, but at the most promising point whether it be art or manual training or nature study, and concentrate all his efforts upon educating alike the community, the teacher, and the child, in the fundamental method of individual mind and of community life which are embodied in that study. All can devote themselves alike to the problem of the better education of the teacher and of doing away with the hindrances of placing the right teacher in the school-room; and the hindrances of continued growth after she



High School of Santa Barbara, California. Cunningham & Politeo, Architects, San Francisco.



The John D. Runkle School, Brookline, Mass. Architects. Peabody &amp; Stearns, Boston.

is placed there. The American people believe in education above all else, and when the educators have come to some agreement as to what education is, the community will not be slow in placing at their disposal the equipment and resources necessary to make their ideal reality.

In closing let me say that I have intentionally emphasized the obstacles to further progress rather than congratulated you upon the progress already made. The anomaly and confusion have, after all, been of some use. In some respects the blind conflict of the last two generations of educational history has been a better way of changing the conditions than would have been some wholesale and *a priori* re-arrangement. The forms of genuine growth always come slowly. The struggle of the newer studies to get a foothold in the curriculum, with all the attendant confusion, is an experiment carried out on a large scale; an experiment in natural selection, in the survival of the fit in educational species.

Yet there must come a time when blind experimentation should give way to something more directed. The struggle should bring out the factors in the problem so that we can go more intelligently to work in its solution. The period of blind striving, of empirical adjustment, trying now this and now that, making this or that combination because it is feasible for the time being, of advancing here and retarding there, of giving headway now to the instinct of progress and now to the habit of inertia, should find an outcome in some illumination of vision; in some clearer revelation of the realities of the situation. As this comes the time grows ripe for scientific experimentation; that is for a more organized philosophy of experience in education, and for a corresponding attempt to regulate conditions so as to make actual aims recognized as desirable. It is uneconomical to prolong the period of conflict between incompatible tendencies. It makes for intellectual hypocrisy to suppose that we are doing what we are not doing. It weakens the nerve of judgment and the fiber of action to submit to conditions which prevent the realization of aims to which we profess ourselves to be devoted.

My topic is the situation as regards the course of study. In a somewhat more limited and precise view than I have previously taken of the situation, I believe we are now nearing the close of the time of tentative, blind, empirical experimentation; that we are close to the opportunity of planning our work on the basis of a coherent philosophy of experience and of the relation of school studies to that experience; that we can accordingly take up steadily and sanely the effort of changing school conditions so as to make real the aims that command the assent of intelligence.

## Reference Work With School Children.

Given at the Providence Public Library.\*

By WILLIAM E. FOSTER, Librarian.

The equipment for reference work with school-children comprises the various collections of works of reference kept near the information desk and in the reference room, together with some which are duplicated in the children's library. The applications on the part of the children are made partly at the information desk and partly in the children's library; and in both places the pupils find a library officer who is more than willing to meet them half way. In other words they find a friend.

Occasions for reference work are found chiefly in connection with the courses of study in the schools, but not exclusively. A typical instance is that of the 19th of April, 1775, in connection with the study of American history. In this instance a large mass of material for the children to select from was brought into the children's library, from the stack, and the interest in the subject was still further stimulated by bulletins, pictures, maps, etc.

It has been observed at the library that in the teaching of geography in the schools, it is hardly possible to get illustrative material which is specific enough. Consequently, it is the custom to keep the school notified of the exhibits of pictures which are to be seen at the library from time to time. A case in point is a recent collection of Alpine photographs; and another is a notable collection of Australian views, in which a single city, Sydney, was represented by more than one hundred photographs. In each instance the teachers and pupils took advantage of an opportunity which might not come again in a life-time.

Some of the instances of reference work grow out of the suggestions of the teacher of drawing in the public schools. Such was the interesting study of Guido's Aurora, on the part of the pupils in several of the schools, a few months ago. The children came to the library, where they found, in the children's library, not merely the library's large photograph of the picture, and a collection of books in regard to it, but also a print showing the exact colors of the original fresco. Another recent instance, from one of the private schools, was that of a pupil who was in search of the exact colors in the original of one of Delff's Madonnas.

\*The Library Department of the N. E. A. was established to promote clearer and more helpful relations between schools and libraries. With the hope of adding to the interest taken in it by teachers, a committee of the American Library Association has asked a librarian to write the following article and has sent it to THE SCHOOL JOURNAL for publication.

Occasionally a skilful teacher will set a whole class at work upon a subject, as in a recent instance from the class in literature at one of the high schools, where more than a hundred references on Oxford were called into requisition.

The debates in the high school debating societies have the effect of sending the pupils to the library, where they acquire valuable experience in the actual use of reference books and in utilizing the sources of information. "To help the reader to help himself" is a principle of prime importance in a library; and it is the invariable aim of the library attendants to put it into operation. How successful the realization of this aim is, may not always be clear; and yet there was an unusual satisfaction afforded a few months ago, in reading an article in one of the "school papers," on the use of reference books, written by a boy who had persistently used the library's collection of reference books, which showed that he had discovered their true uses, to a surprising degree.

There is, however, a wholesome discontent, on the part of the library attendants, with the result of their efforts thus far. They, believe, that, encouraging as some of the results have been, they need to look patiently for even better results. Especially do they regret that in so many instances the easy method of sending nearly a whole class to the library for material on the same subject is adopted, instead of studying the individuality of the single pupil, and assigning him reference work suited to his needs. Yet better conditions may in time be reached in this field.

### Spelling Reform.

Dr. H. W. Magoun, of Redfield college, says in the *South Dakota Educator* for April that he is satisfied that it would be hard to find a really good English scholar in America who is not in favor of spelling reform of some sort. If etymology is to be the basis of spelling, "thru," does no greater violence to Anglo-Saxon *thurh*, *thuru*, and Old Saxon *thurh*, *thuru*, *thoro*, than "through" does.

On the same basis, it is hard to see how the Norman French words such as "decalogue" come any nearer to the Greek originals (*dekalogos*, etc.), than does the good Saxon modification "decalog." It is in fact a French word, and goes into the language as a French word, not a Greek. The final *ue* had no place in the Greek language. But if it is desirable to retain evidence of the fact that *decalogue* came into English thru the French, the *c* is quite sufficient for the purpose. It shows plainly that the word passed thru the Latin before it was adopted into English, and most of our Latin words came to us thru the Norman French. Where we borrow directly from the Greek, we retain the *Kappa*, as in "akouphone." We had no difficulty in dropping the *ue* from the words, "acoustic" and "acoustics," French *acoustique*, which had a similar history.

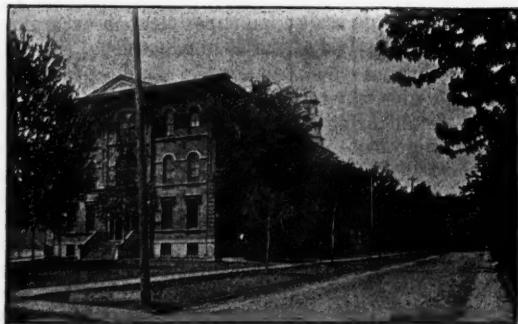
As to the objections to the use of *F* for *ph*, it would be a gain to use the *F*. When pupils begin the study of Greek, they learn with surprise that the language contains several letters which require two English characters to represent them. One of these is *Phi*, English *ph*. By and by, they learn by Grimm's law, if they chance to study philology, that an *F* appears in native words, where the law requires *ph*. For example, English *father* is etymologically Latin *pater*. Now, where the Latin has a *t*, the English has *th*; but the *f* must have a similar relation to the *p*, i. e., it stands for a *ph*. Even in Anglo-Saxon *th* was a single letter made somewhat like our *p* with an elongated stem above it.

Again it does not take a very profound knowledge of etymology to know that English *bear* is Latin *fero* and Greek *phero*; in other words, the Latin often represents an original *ph* (*bh*) by an *f*, and so does English, in case the words are native or come to us from the Latin, as in *father*, already cited, and in such words as *differ*, *fancy*,

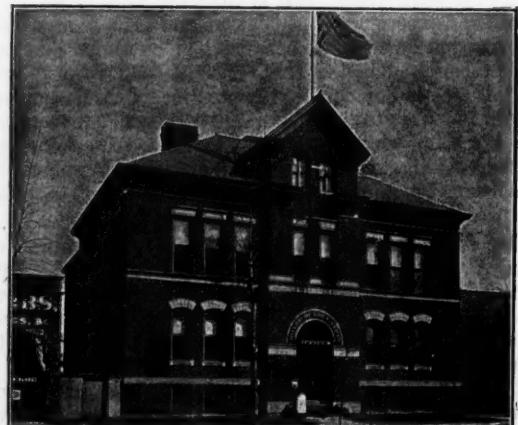
*fraternal*, etc. Now, while something may be said in favor of distinguishing this class of words from those borrowed directly from the Greek, I submit that it is only the man with a smattering of etymology who needs such a help as this. The scholar certainly does not. The *F* will never trouble him, even if it is used for all our Greek *Phi*'s. Our *x* stands for two letters (*ks*) just as Greek *Ksi* does; but no one is troubled by it. Why should any one be troubled by an *F* similarly used, when it is already established in the language? Fancy and phantom go back to the same Greek root.

Now, Dr. Magoun, is not entirely devoid of sympathy for the impatience with spelling reform. The fact is that in his college days he would have hailed the opposition to it with delight. But he was innocent of philology in those days as well as ignorant of the true character of the reform movement. Many of the proposed changes are in fact a return to sound philological and etymological principles. While it is well for us to believe that "It is because of the exotics from every land that we have the noblest language on earth," it may be well also to remember the wonderful literary power of the German which is strictly phonetic and does not need to borrow its scientific terms from another tongue. It does not require a great amount of "Sprachgefühl" to recognize these three facts, and it is quite within the bounds of possibility that English might be improved by a reformed spelling. The noblest literary form which the world has yet seen is to be found in the Greek from Homer to Aristotle; but this too was phonetic. The chief difficulty is that there is so much to be done that no one can say absolutely where we are to stop. No one has yet seriously suggested the dropping of the *l* in *could*, and yet it is merely an analogical interloper, to which we have become attached by long usage. It has no possible right to its place on etymological grounds. In short, the etymological argument, if investigated, is soon found to be on the side of the reformers. It certainly is not against them.

(See also the letter of Dr. Emerson E. White on "The Spelling Reform Question in the N. E. A.," in the next number.)



Cass School, Detroit.



Board of Education Building, Detroit.  
Courtesy of the Michigan Central Railroad

## A Profitable Teachers' Conference.

Supt. George W. Twitmeyer, Wilmington, Del., is one of the moving city superintendents. Himself a devoted student of education, he seeks to develop in his teachers a love of their work and a growing interest in professional advancement. His teachers' meetings are of a practical nature, that have a clear purpose behind them. The following syllabus, addressed to the principals of the Wilmington schools, give some idea of his plan of preparation for a meeting of his assistants.

### Principal's Duties, Opportunities, and Privileges.

#### I. Introductory.

1. The principal's ability to meet emergencies; how shown? Test of resourcefulness and ability to secure co-operation; how shown?
2. The successful and the unsuccessful principal; conditions and limitations.

#### II. Qualities and Characteristics of the Successful Principal.

#### III. Matters of Detail.

1. Necessary details.
2. Unnecessary details; slavery to and freedom from.
3. Spiritlessness of detail drudgery.

#### IV. The Principal as a School Director.

1. Peculiar conditions and environments of a school.
2. Should a principal have entire charge of a classroom? Why?

#### V. Contact with Pupils.

1. A principal should know her children. Why?
2. Daily visits to each room. Why?
3. Supervision of children on playgrounds; in halls of school buildings.

#### VI. Principal's Relation to Teacher.

1. Co-operation of principal and teachers.
2. Responsibility of principal for spirit of her teachers, professional and social.
3. Jealousies, gossip, and small talk among teachers.
4. Value of judicious encouragement; danger in injudicious praise; of favoritism. What is favoritism?

#### VII. Judicious Progress.

1. When a school is progressive.
2. What about grooves, dry rot, dead lines, and fads?
3. Methods and visions.
4. Passion, enthusiasm, common sense, and criticism.

#### VIII. Frank Dealing with Teachers.

1. The principal as student, investigator, and inspirer.
2. Frankness and moral cowardice in dealing with teachers.
3. The narrow, petulant, small-visioned principal *versus* the broad, good-humored, large-visioned principal.

#### IX. Pedagogic Equipoise.

1. Meaning of pedagogic equipoise.
2. In what is it manifested? Can it be acquired? How?

3. Effect of principal's equipoise upon the teachers; upon the children.

#### X. "Show" Work.

1. Principal's knowledge of the course of study.
2. Equitable apportionment of time to all studies. Should all studies be given the same amount of time on the program? Why?
3. Evils of "show" work and fads.

#### XI. Visiting of Class-Rooms.

1. For observation, for instruction, for correction, for inspiration, to lend a hand.
2. What do you do in the class-rooms of your teachers? What do you look for.

#### XII. Reports.

1. Their usefulness depends on the correctness and promptness with which they are made.
2. Methods of marking.

#### XIII. Meetings of Teachers.

1. Necessity for.
2. Method and matter.
3. Value of; on what dependent?

#### XIV. Teaching How to Study.

1. Study and its relation to learning and teaching.
2. The teacher's function.
3. The pupil's function.

#### XV. The Example of the Principal.

1. In character and culture.
2. In scholarship.
3. In professional work, spirit, and attitude.
4. In executive ability.
5. In convictions of duty, earnestness, and honesty.

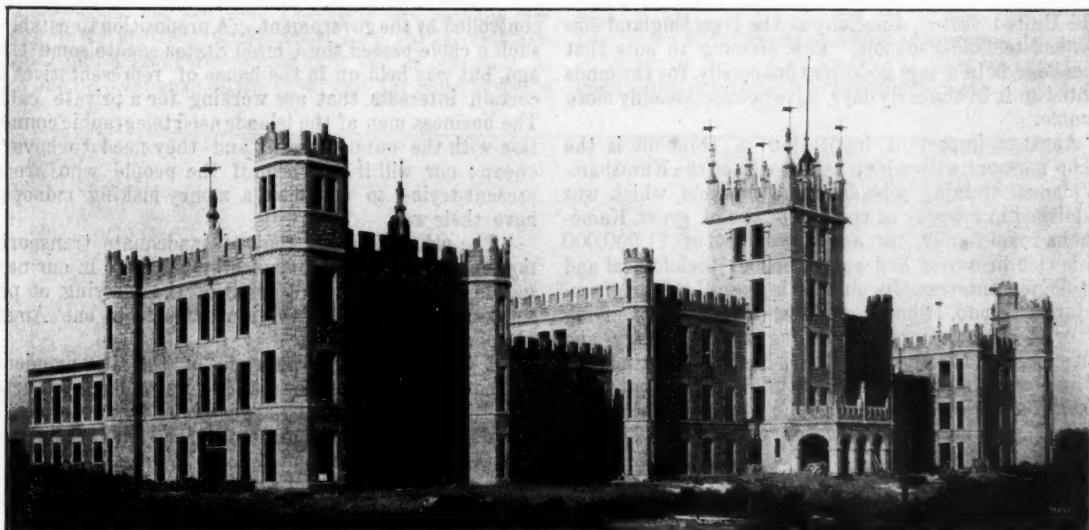
#### XVI. The Principal's Opportunities.

1. As to herself.
2. As to her school and its teachers.
3. As to the community.

#### XVII. The Principal's Privileges.

##### Questions for Discussion.

1. In what way may a principal be most helpful to her teachers?
2. What should be the character of the principal's meetings with her teachers.
3. Would a discussion of methods of instruction, of principles of teaching, or of the science of education be a legitimate part of a principal's work with her teachers? Why?
4. Would it in your opinion be better for a principal to confine herself to the discussion of text-book lessons, the course of study, discipline, rules, and regulations, etc., etc.? Why?
5. Should a principal be expected to lead her teachers to see what education is in the large sense of the term? Why?



Front View, Northern Illinois State Normal School. JOHN W. COOK, PRIN.

6. Name some of the difficult problems you have in your work.

To principals :

The following "Syllabus" is based on a paper read before the Kansas City (Mo.) Principals' meeting, February 8, 1901, as reported in THE SCHOOL JOURNAL of March 30, 1901. A careful reading of that paper will aid greatly in the proper preparation for a profitable meeting. "The Report of the Committee of Twelve on Rural Schools," also contains some very valuable suggestions on supervision. The chapter on "The Nature and Value of Supervision," in Dr. W. H. Payne's School Supervision is helpful and suggestive.

Come with head and heart well filled, and we shall have a profitable hour's study.

Respectfully, GEO. W. TWITMYER, Supt.



### Hawaiian Educational Conditions.

Mr. Edgar O. Silver, of the well-known firm of Silver, Burdett & Company, recently returned from a trip to Hawaii which he took for reason of health, but in the course of which he made some study of the educational system in the islands. He found rather surprising the evidences of the good educational work done by the missionaries and teachers who went out from New England in the early part of the last century.

"It is a remarkable fact," said Mr. Silver, "that the hand of Horace Mann was shown in the early development of the Hawaiian schools, and that the influence of his educational thought is still strongly felt. Mr. Richard Armstrong, father of our Gen. C. S. Armstrong, who was in 1847, placed in charge of the schools of the islands, was a disciple and ardent admirer of Horace Mann. During the thirteen years that he was at the head of educational affairs he stood constantly and consistently for naturalism as against formalism.

"It is not strange therefore that the present schools of Hawaii are a surprise to those who visit them for the first time without being aware of their antecedent history. They are the outgrowth of a noble educational effort.

"Everywhere I found manifestations of the fruition of good educational principles. Oahu college, founded by the missionaries a good many years ago in order that their sons and daughters might have opportunities for higher education, is a handsome, flourishing institution. For the past ten years it has grown marvelously under the presidency of Mr. F. A. Hosmer, a graduate of Amherst, who has lately resigned, to take a well merited rest in this country and in Europe. President Smith, his successor, a man from the University of Chicago, has already made a very favorable impression.

"Many of the graduates of Oahu continue their studies in the United States, especially at the New England colleges and technical schools. It is pleasing to note that the college is in a very good way financially, for the lands granted to it in the early days, have become steadily more valuable.

"Another important institution at Honolulu is the Bishop museum, with which are associated the Kamehameha manual training schools. The museum, which was established in memory of the last of the great Kamehameha royal family, has an endowment of \$1,000,000 and is rich in curios and collections of sociological and ethnological interest. Its curator is Prof. S. P. Brigham, a Harvard man, who is perhaps the greatest living authority on matters concerning the ethnology and archeology of the islands of the Pacific. The manual and industrial schools are under the suvervision of Prof. Dyke, who has recently been called from Hampton institute. Their course of instruction is peculiarly adapted to the labor conditions of these islands, where skilled workmen are in very good demand.

"The high school at Honolulu is housed in a magnificent palace, the gift of the late Charles R. Bishop. It is doing an excellent work under the principalship of Prof. Scott, a Kentuckian, who has been for several years resi-

dent in Hawaii. The course of study is similar to that of our best high schools. I found the teachers very enthusiastic in their work.

"Less regally provided for, but exerting an equally good influence is the normal school, of which Prof. Edgar Wood is principal. It is at present located in a modest little building, but a more commodious home has been promised. This school does not as yet furnish teachers enough; teachers from the States are in constant demand.

"I found preparations making to have the educational institutions of the islands well represented at the Pan-American Exposition at Buffalo; and I believe that the comprehensiveness of the exhibit will be something of a revelation to most of our teachers. As an example of what can be done in the Philippines, given consecration and intelligence, the showing of what has been done in the Sandwich islands is very impressive. It bears perpetual testimony to the worth of the great missionary movement of the last century.

"I was prevented by the unusual storms which prevailed during my stay in the month of February from visiting many of the islands to which I would have been glad to go. The great sugar plantations interested me immensely. To give you an idea of the magnitude of the plantations, I visited one which had over twenty miles of steam railway in operation. Modern machinery was everywhere used. I saw the great steam plows unearthing twenty-four inches of rich lava soil, the detritus of the volcanic rock of the mountains. The cane can be allowed to grow to its fullest maturity, since there is no danger from frost, as is the case in Louisiana; and under the latest methods fully ninety-five per cent. of the juice is extracted. Formerly not more than sixty-five per cent. was secured. The owners and overseers on the plantations are for the most part Americans and Europeans. The laborers are largely Japenese and Chinese, for the native stock is averse to severe manual labor.

"The old race has faded away for various reasons. When Captain Cook visited the islands he estimated the population at about 400,000. To-day it is much less, hardly more than 40,000.

"Some of the native foods are interesting to European and American visitors, among them *Poi*, a slightly fermented preparation from the *taro*, root a plant of the lily family which grows in shallow water. *Poi* has somewhat the taste of buttermilk and is said to be very healthful.

"One impression which I got from my visit I should like to emphasize. It is our duty as citizens of the United States, whose government has assumed the responsibility for the Hawaiian islands, to help them to secure cable facilities and better steamship connections than they now possess.

"There is no cable. There ought to be one, laid and controlled by the government. A proposition to establish such a cable passed the United States senate some time ago, but was held up in the house of representatives by certain interests that are working for a private cable. The business men of the islands need telegraphic connection with the outside world, and they need to have it cheap; nor will it be cheap if the people who are at present trying to establish a money-making monopoly have their way.

"The other difficulty, that of inadequate transportation facilities, can be remedied by a change in our navigation laws which do not admit of the carrying of passengers and freight in foreign ships from one American port to another.

"I had personal experience of the inconvenience caused by the laws as they stand. I was obliged to curtail my visit to the islands by a week in order not to have to remain three weeks longer than I had planned to stay, altho but for the law I could have had a sailing in a British ship on the day upon which I would have chosen to leave.

"The fact is our navigation laws were framed before we had trans-oceanic dependencies, and are badly in need of revision."

## Art in Public School Education. III.

By FREDERICK W. COBURN. (Concluded.)

## Fundamental Principles.

What does the phrase, *the interpretation of nature* mean? Glibly enough we announce it as plain that elementary art instruction ought to be concerned with the interpretation rather than the imitation of the facts of the external world. What is interpretation?

Leaving out of our story all questions of spiritual value we are justified in saying that the simplest form of interpretation is the transposition of certain facts from a world of temporal and mobile relations to a world in which the relations are all spatial and static. A tree growing by a roadside at, say, Monticello, Sullivan county, N.Y., is as definite a fact, as one can wish. A counterpart tree growing by a roadside in a picture in the drawing-room of a house, say, in West Seventy-ninth street, New York city, is also a fact. But the laws which govern the two facts differ as the world of flux and flow differs from the static world of the plastic arts. The tree is part of a time rhythm. It has its own growth. It is played upon by every influence of its environment. Its local color is modified by the dust raised as two country deacons ride sweeping by in emulsion. Its shape is inconstant, molded by the stiff breeze of an August afternoon. Still more important, the effect given off by the tree is changing at every moment from grey dawn thru violet dusk. The rhythm of the day-light is its rhythm.

The tree in the picture is unchanging. Some of its relationships may be lost to view as the room is darkened but they all remain constant. The tree is part of a series of mathematically definable ratios. Its height is to the sides of the shadow-box approximately perhaps as 2:3:5; its tone value to the field beneath and the sky beyond as 7:3:1. And because this picture is the work of a trained artist and because it was selected by people of good taste, it will be found that these and similar ratios are as necessary to the growth of the pictorial tree by the roadside as are the soil and the sunlight and the rain to the tree in Sullivan county. Just as there are biological laws obedience to which is necessary for the upgrowth of a beautiful tree, so there are esthetic laws governing its transcribed counterpart.

The parallelism may be carried further. It was really a stupid and not, as I have heard it termed, a sagacious question that the peasant put to Daubigny: "Why do you paint the tree; isn't the tree there where anybody who wants can see it?" The untaught peasant—and he stands in the same class with plenty of supposedly educated people—could not see that Daubigny was actually creating, in an abstract world, where only spatial relationships exist, a Lombardy poplar that was as beautiful as the one on the banks of the Oise and far more precious

since fine poplars are growing up every day in thousands of places, but there has been only one Daubigny. Herein lies the greatness of the artist. While apparently painting the most ordinary details of one world, he is in reality recording his vision of an entirely different world, rendering its laws intelligible and its beauties visible to whoever needs to know the one or to feel the other.

Natural selection works in the realm of art not less powerfully than in the domain of biology. Many madonnas were painted before and after Cimabue, but only a very few have been in such accord with the canons of artistic law that they have survived.

The foregoing statement of elementary esthetics needs to be made emphatic, for upon ignorance of it depend most errors of method in the teaching of drawing and in the planning of courses; and, it may be added, in the practice of art. The professional artists allow themselves and are allowed a certain latitude for experiment with the fundamental laws of design which cannot be conceded to the school room. Some painters try, rightly enough, to express all they can of the untranslatable things. In their eagerness to extend their province of interpretation they seem even to leave the safe fortress of good pattern far in the rear. Their achievements are to be admired but not, by beginners, to be imitated.

## Influence of the Japanese.

Paranthetically it must be said that the space-filling idea which is now the constant theme of conversation and practice in art educational circles has been very largely conditioned by the present-day enthusiasm for Japanese art. The teaching of such men as Prof. Ernest F. Fenollosa, formerly of the Boston Museum of the Fine Arts, Mr. Arthur W. Dow, of Pratt Institute, and Dr. Denman W. Ross, of Harvard University, has been in large measure inspired by study of the Japanese masterpieces; and at least one of the current systems of art instruction has welcomed the introduction of a great many exercises that are based upon Japanese models. As a general statement we must admit that the growth of appreciation of Japanese pictorial and decorative design is one of the most interesting art movements of the latter years of the nineteenth century. Back in the fifties when Theodore Rousseau began to assert, among French artists, the value of the work of the Japanese, his tastes were believed to be those of a madman. His most intelligent and progressive contemporaries could see nothing in it at all. Yet to-day Hokusai is given a place of honor among the great artists of the world, and popular appreciation of the art of the island kingdom has grown to large and, perhaps, dangerous proportions—dangerous, because we Americans when we have found a good thing invariably work it to the death.



Side View, Northern Illinois State Normal School.

There is no doubt that the introduction of Japanese brushes and paper, and of Japanese models into art classes is a very desirable thing, but there is the usual danger of exaggeration. Composition, to speak more generally, deserves to have in every backward school system of the land all the attention it is now getting in the best schools, but unless a great deal of thought is expended upon making the other features of the art work harmonize with the underlying idea of composition there will again be disillusionment. The various strands have still to be warped. After the laws of agreeably filling spaces have been apprehended great problems of purpose and method remain to be solved. You can fill a given space agreeably with ink blots; so far, so good. The application of such skill to the filling of spaces that really need to be filled with forms that are finest and noblest is still to be considered.

#### The Chastening of Originality.

Given an understanding of the nature of the art problem, the next step is to provide for a correct division of educational activity into two channels—one that of interpretation thru the use of natural forms directly observed by the student; the other, that of employment of the traditional forms of art procedure. To establish the proportions of such an adjustment is manifestly a delicate undertaking which presupposes much pedagogical investigation and it is difficult to believe that it has as yet been adequately accomplished. One tendency of our time can, however, be safely asserted: More, rather than less, importance is being attributed in the circles of the best thought to the value of the traditional forms of art. A certain catholic humility in the presence of the artistic achievements of the race is as characteristic of the leading artists of to-day as a spirit of protestant independence was characteristic of the men of twenty-five years ago. It has transpired that painting in unjoined tones in accordance with a novel theory of values, does not of itself constitute great or even good art, and that the individual, however clever he may be, is much stronger if he corrects his own manner of recording his impressions with the lessons of the experience of his forerunners.

Authoritative types of beauty have been evolved thru the centuries by slow processes of growth and attrition, and these types are not the least part of the inheritance of the race. Working with ceaseless readaptation of old forms, the meaning of which may have been quite lost, the unlettered Armenian farmer of to-day is able to create fabrics so exquisite that the productions of the self-conscious and intelligent designer of the Occident seem vulgar and tawdry in comparison. In the efforts of a generation of impressionist painters, poster-smiths,

and commercial designers, unchastened originality has been weighed in the balance and found light; assertion of power proved not to be synonymous with expression of power. Reverence for the artistic proprieties is more usual among American artists than it was even a decade ago. The standard of professional taste has been raised. Originality has been discovered to be as often a besetting sin as a redeeming grace. The late Aubrey Beardsley was original, but—

The case against mere originality may be educationally stated in terms of the present-day reaction against teaching without text-books. Not so many years ago the cry was raised in advanced educational quarters that for the sake of the teacher's originality the text-book must be banished; there must be emancipation from the slavery of the old days when teaching was limited to the contents of a few books. In many schools text-books were practically relegated to oblivion, and the teacher was put under the necessity of preparing a new set of original texts each and every year. The results of such emancipation have been so startling that the extreme of feeling against text-books has almost everywhere given way to a recognition of the good to be derived from a sensible use of sensible books.

#### The Justification of Copying.

This disposition to use the best examples of art practice, gathered together in proper text-books, is making itself felt in public school art teaching. The quest for stirring deeds of originality has about reached the limit. Abundant justification has been discovered for the custom that has always existed of giving children at least some copying from the flat. The art-for-art's sake people have incessantly denied the value of this—and rightly enough from their point of view. So far as the teaching of drawing is concerned, copying is of little account. A copyist will make nice renderings of Botticelli for a lifetime, and still be unable to draw a possible man. But to copy while learning to draw, having always before one the set purpose of becoming familiar with the accents of the language of pure art—that is a most sensible thing to do. One of the strongest of living American artists, the man whose "Mother and Children" at this moment occupies the place of honor at the exhibition of the Society of American Artists, has said:

"If I were beginning my art studies again, I should certainly as a part of my education choose a master whose work appealed strongly to me and should proceed to copy him—at first literally; then to make compositions in his manner until I could paint a picture that would be, at least technically, the equal of anything of his. Such a course of training would not have injured my originality; it would have toned down my youthful crudeness."



Main entrance, Northern Illinois State Normal School.

Every school course in art instruction ought to include both drawing from the round and copying and readjusting from the flat. The usefulness of rearrangement of historic forms for application to the regular constructive, illustrative, and decorative work of the school course can hardly be questioned. A child is not likely to be interested in painfully copying a Greek border simply for the sake of recognizing it again when he sees it. Your child has little use for the general culture idea. He must have an opportunity to make some special application, to apply the Greek border to pottery of his own making, to a fire-box or on the frame of a little picture. That is to say he wants to work as the Turkish rug-maker works expending in the elaboration of his idea whatever of the artistic wealth of the ages he can lay hands on. Such copying requires the exercise of thought; it is a prerequisite to education in taste.

Even in sketching from nature there should be study of good models of execution. Before the child draws a bird it is well to let him see how Audubon or Hamilton Gibson or any of the Japanese worked out the same problem. He will thus learn what to select, what to avoid.

In this regard the practice of the professional art schools is undergoing marked changes. Fifteen years ago the adjuration to students was, "Draw what you see as you see it, and take no suggestion from any man but your teacher." Each individual was to construct his own technique *ab initio*. To-day it is not uncommon for an instructor to recommend that his pupils study Holbein as an example of how the features of the face may be drawn, or della Francesca for the treatment of draperies. Students go thru the galleries of the Louvre quinting at the old masters to discover the secret of their "spotting," and getting hints for their own initial attempts at picture making. This whole conception of the right of the artificer to appropriate freely from those who went before, tho it is as old as art itself, may be set down as a re-discovery of our day. Never, at least since the age in which "old Omer smote 'is bloomin' lyre," has it enjoyed greater currency than now among the guilds of workers in the literary and plastic arts. Proclaimed by Carlyle as a bold heresy in the middle of the nineteenth century, it has become a commonplace to-day.

#### A Forecast.

While it is precarious to attempt to play the role of prophet, it may be safe to indicate one or two of the lines along which art instruction in the public schools seems likely to develop. The present problem is the adjustment in the right educational proportions of the work from nature and the study of the arts of the past. Beginnings have been made in this direction; the correlation will doubtless be improved on, in the course of time.

Reconsideration, in the light of our racial capacity, of the kind of examples of ancient, mediæval, and modern art, that should be set before the child as examples for imitation, is perhaps another question that will presently come up for solution. The population of the United States is not so exclusively Anglo-Saxon and Teutonic that a necessity of following Gothic rather than Græco-Roman models can be predicated; yet it is probable that both in education and in art practice there should be some regard for racial considerations. The ways of the Latin peoples are not our ways, nor does their art come natural to us. We can hardly think of a Greek workman erecting a Gothic building, but we are only beginning to see how preposterous it is for an American architect of English origin to rear a Greek temple for occupancy by an American bank. The excuse that is ordinarily assigned for such professional procedure is that the master workmen of the Renaissance period, under the pedantic and retrospective influence of their times, started in to copy the works of antiquity, but did, as a matter of fact, turn out things that were obstinately characteristic of their own age, while rivaling the best productions of ancient times. Yet, however true



Senor Alejandro Mania, superintendent of Public instruction at Havana, Cuba, is a man of strong face and intellectual appearance. He is Cuba's most prominent educator and is thoroly versed in the modern methods of instruction. He is the author of several books; he has recently published a most reliable history of Cuba.

Senor Mania is in the full vigor of manhood. He is very quiet in demeanor, but is nevertheless affable and genial. His advanced educational views and the methods employed by those under him have rendered his administration most successful.

this may be, it remains that the Italian artists and artisans of the Renaissance were concerned with imitation of an art to which they were already racially inclined. There is a field for investigation in this direction. It is quite possible that we are a little too cosmopolitan and eclectic in our choice of models.

The arts of construction will probably demand in the near future more attention from the art teachers than they are now getting. Manual training and shop work need to have an artistic bias. The spirit that is animating the arts and crafts revival in England and in this country is bound to make itself felt in the schools. There is a chance here for intelligent study and imitation of the work of the mediæval craftsmen in metals and textiles, and for interesting efforts at appropriation of natural forms.

The whole outlook for art and for art education in the United States is in every way encouraging. The unity of art as a subject is beginning to be appreciated. The educational worth of it has long been perceived; its economic value, which is every day becoming more strikingly apparent, makes it a school study of paramount concern.

Closely associated, too, with the bread-and-butter value is its spiritual import, the latter playing into the former. The uplifting power of good art, if immeasurable, is still a considerable factor in the national well being. Some day an ingenious psychologist may invent a machine which will record the value of the nervous excitation caused by contemplation of a fine Velasques or Rembrandt, and thus give scientific confirmation to a fact of every-day observation. Meantime it stands for truth that the tastes of a people are not less expressive than the trade balance of their wealth or their ill condition.

## Physical Education in the Schools.

The twelfth convention of the American Association for the Advancement of Physical Education, held in New York city, April 18-20, brought out several discussions of questions that vitally concern public school teaching and school equipment. The following abstracts of several of the papers read at the convention will serve to give some idea of the strength and importance of the physical education movement. The address by the president of the association, Dr. Dudley A. Sargent, of Harvard university, will be found to be in substantial accord with the ideas THE SCHOOL JOURNAL has always stood for in regard to athletic sports.

### Ideals of Physical Training.

By DUDLEY A. SARGENT.

It is fitting that this memorable meeting of the Association for the Advancement of Physical Education should be held in New York city, for New York has always been a pioneer in matters of physical training and education. It is necessary only to remember that interest in rowing started here in 1843; in Swedish gymnastics in 1856; in normal school gymnastics in 1866; in athletic clubs in 1868; in Y. M. C. A. athletics in 1869; that Dr. Sargent's plan of physical exercises for the harmonious development of the individual received its first encouragement in New York in 1878; and that the first meeting of the Association for the Advancement of Physical Education was held here in 1885.

From these beginnings a remarkable system of physical education has been built up, with ramifications extending to every part of the country. There are at present 270 universities, colleges, and other institutions of the higher education at which organized courses in physical education are offered, and in seventy-eight of these such training is compulsory. The Y. M. C. A. has classes in gymnastics at about 500 centers and the German-American Bund at about 300. There are nearly 400 athletic clubs and associations. How many public and private schools have special gymnastic facilities has not been computed, but the number is known to be large.

Now it is easy to expatiate upon the good that is being done by these various agencies for physical training, but it will perhaps be more profitable to consider their faults with a view to correction of them.

It is a fact that the good effect of much of this work is at present neutralized by lack of organization. No sport is perfect, and when taken up with enthusiasm by a great number of people it only too frequently has an injurious effect. It is not unlikely that sudden changes in the popularity of sports are due to excesses that grow up in the practice of them. As everybody knows, a good sport will be paced to death by popular enthusiasm and then abandoned. About thirty years ago baseball was at the height of its popularity as a sport for amateurs; of late years it has been almost entirely in the hands of professionals. College rowing interest culminated in 1875; there has been a slight revival of its popularity in the last few years but it is not talked of by everybody as was the case in the seventies. About 1879-80 archery had great vogue, only to be dropped completely a little later. Boxing was regarded as the ideal exercise about 1883-5; tennis reached its culmination in 1889, while golf has not yet run its course.

The great defect of all these sports, from the point of view of the physical training teacher, is that people do not attempt to get out of them their hygienic and educational value. The pedagogical capabilities of the sports are not studied. The reason why an excellent game will so soon lose its hold is not far to seek. Too high a standard of performance is set for amateurs, and presently none but professionals and semi-professionals are left to play the game. A man who gives practically his entire time and attention to playing a game or a number of games is a professional, whether he receives money therefor or not. The great problem for the educator is to keep the games on an amateur basis, to make of them an organized assistance in the physical, intellectual, and moral development of the individual. Excessive competition should be eliminated. Highly antagonistic sports tend always to exterminate themselves.

Authorities in school and college should aim at improving the functions of the average student. For some

time a differentiation of type among students has been going on. The athletes have grown bigger and beefier, while the grinds have become more and more sedentary and anæmic. Neither of these types is fitted to succeed in life. College athletes often break down after they have gone into business because they cannot, or will not, take the rigorous exercise that has become with them a functional necessity. The grind fails because he is too weak to stand the fierceness of modern competition.

The point must be made emphatic that athletic sports are good when the spirit that animates them is right. Properly conducted they make for normal development of the individual. There must be antagonism in them, but the antagonist should be regarded as a helper, not as a foe to be knocked out by fair means, if possible, but always to be knocked out. Above all, games must be selected from an educational standpoint, with regard to their usefulness in developing certain functions of body and mind. The tendency to specialize must be avoided. The games must be regarded as a means to normal functioning, not as an end in themselves.

The over-trained athlete and the hunch-backed spectator are both abnormalities.

### The Physical Examination of Children.

The talk of Dr. George Wells Fitz, of Boston, was one of the most valuable of the session. Dr. Fitz said in substance:

Physical examinations of children have been conducted in public schools since 1886. Very few changes have been made in the tests used, tho the recent interest in child study has led to a consideration of several new ones that medical men may be led to adopt. Child-study has not as yet contributed much that is of value to the visiting physician.

We want tests of a very definite character, to show the beneficent effects of physical training, of power of control, of power of adaptation of individuals to environment.

The regular medical records of each child should give information upon the following points: date of test; birth and nativity of child; nativity of parents and grandparents; weight of child, without clothing (have children weigh their clothing at home, if necessary); height of child, lying, standing, and sitting; girth of chest, not merely normal but full and empty; girth of abdomen.

The lung capacity is not, in Dr. Fitz's opinion, a very important test, tho it can be substituted for the chest measurements. The difficulty with it is that there is a trick about the use of the spirometer which many children fail to get, with the result that their full capacity is not made apparent.

Strength tests should be few. That of pulling is probably the most important. It gives a hint as to the adventitious development of the child, and that is what the school physician wants to know about. It may be supplemented with the push test, tho this on the ordinary ergograph is elusive since there is a trick about overcoming the initial inertia of the instrument.

Control of movements can easily be tested and is rightly made the subject of frequent examinations. One of the best tests of this kind is the dotting of one hundred or more spots on a small sheet of paper with full arm control. The dots should be arranged in horizontal lines with somewhat irregular spacings, so that no constant rhythm will be established. If they are at too irregular intervals no one, however good his self-control, will be able to hit them rapidly with the pencil point. The accuracy with which the dots are touched



Central High School at Detroit, Mich., in which the National Exhibit will be placed during the meeting of the N. E. A.

is a prime test of control. Speed should also be considered, tho it is very much a matter of natural reaction time.

The steadiness of nerve of each pupil should be tested by having him draw sets of parallel lines in various directions at a moderate rate of speed.

The test for endurance is one of great importance, but difficult to apply with the ordinary ergometer which invariably produces pain and thus causes inhibition of energy. It is likely that this test will be more successfully applied with the new ergometer which Dr. Fitz exhibited at this meeting for the first time. The device is one which employs a spring in such a way that there is no initial resistance to be overcome. The handle is grasped between two fingers of the hand. There are a number of minor improvements on the usual machine. It seemed to be the opinion of the experts who examined it that Dr. Fitz has made the most practical instrument yet shown.

Tests of a more purely medical nature ought from time to time to be made by the visiting physician. That of the condition of the blood is of paramount importance. It is ordinarily made by observation of the condition of the mucous membrane. Observations upon the skin of the face or members is of no use, since the skin of many persons is by nature so thick as to give a pallor which is by no means a sign of ill health. The best and simplest way of testing the conditions of the blood is, as Dr. Fitz showed by actual examples which he passed among the audience, by means of the Hamo-globin-Scala, or blood-scale, made by T. W. Tallquist, Helsingfors, Wentzel's Hagelstanis Forlag. This consists of a sheet of paper on which is printed a series of red strips, ranging from pale to very deep. Each strip represents a condition of the blood and is accompanied with a per cent. mark. Between 100 and 70 represents the blood of a normally constituted person; below 70 indicates anemia. The test consists simply in pricking the finger, shaking a drop of blood upon a bit of blotting paper and matching it with the appropriate red strip. In this way the condition of the blood can be determined by any intelligent person without the aid of the physician. The cost of the Hamo-globin-Scala is about \$1.25.

The amount of fat in the subcutaneous tracts should be tested by the physician. This can be done by pinching up the skin between two fingers. Examinations should always be made on the same part of the body. The upper arm is favorable to such examination, tho the abdomen is the ideal place.

A record of the general health of the child ought to be kept—a little clinical history. If it appears during several years that a child has had frequent colds, bronchitis, etc., some organic weakness evidently exists and special treatment would be advisable. The heart should be tested from time to time. Heart disease is more common among children than most people realize.

If the above tests are conscientiously applied, we shall get an accurate picture of the development of each school child. It is not enough to have a corps of physicians visit the school to send home those pupils who are suffering from disease; the likelihood of disease must be lessened by wise prophylactic measures; and there must be data of a physical nature for planning school work in relation to the child's need. We want to know about each child how much work he ought to have and if he does not thrive under work which seems to be adapted to a child's normal capacity, we want the authority to take him out of school.

#### A Symposium on Deficient Children

Was held under the auspices of the section on pediatrics of the N. Y. Academy of Medicine,

Thursday, April 18. Dr. W. B. Noyes made some general remarks on the psychologic study of deficient children. In his paper on the "Etiology of Mental Deficiency," Dr. Pearce Bailey stated that alcoholism was the most powerful cause of acquired degeneracy in children, and he dwelt with great emphasis upon the need of regulating marriages on the basis of biological fitness. A similar point was taken by Dr. T. Alexander McNicholl who traced almost every deficiency back to alcoholic causes. His conclusions were so sweeping that they implied a degenerated condition of all mankind, in view of the fact that there is not a family whose ancestors were not at least moderate drinkers; and he maintained that even moderate drinking was sufficient cause for abnormal development in the children. A very valuable paper was presented by Dr. Charles Stedman Bull, who discussed those cases of apparent dullness which are due to eye defects. His statements were powerfully reinforced by the brilliant paper of Prof. Lightner Witmer, of the University of Pennsylvania, who gave illustrations from his own observations, of cases which showed the imperative need of careful and early diagnosis. Defects of vision are in many instances the cause of seeming mental abnormality. Perhaps the most valuable paper of the evening was submitted by Associate Supt. C. E. Meleney who enlarged upon the city's obligation to provide special education for defective children. As THE SCHOOL JOURNAL will publish Mr. Meleney's paper in one of its next issues, we may here refrain from giving an abstract.

There followed a lively discussion in which Drs. Knapp, Berens, Yale, and others took part. Dr. Maximilian P. E. Groszmann called attention to the fact that not only are many children who are thought dull not abnormal at all, but either suffering from physical obstructions, or having a slower reaction time than others, but that many who are thought brilliant are in reality abnormally developed. What is ordinarily called brightness may be precocity needing special educational methods, and should not be confounded, as is done so often, with mental maturity. Nervous children need a great deal of special attention. Again he emphasized the need of removing certain classed defectives from their ordinary environment, and placing them in special institutions where they can live a life conducive to normal development.

Reports of the addresses by Dr. J. M. Rice and Prof. Samuel T. Dutton will be given in THE SCHOOL JOURNAL next week, together with the paper of Dr. Meleney on "Special Education for Defective Children," and further notes about the important meeting of the American Association for the Advancement of Physical Education.

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### New Hygienic School Furniture.

Some results of recent study of hygienic school desks and chairs were made public at the meeting of the American Association for the Advancement of Physical Education, April 18. The general importance of this field of educational endeavor is so well known and so much attention has been given to it in the past, in *THE SCHOOL JOURNAL*, that a knowledge of the standard desks and devices for their adjustment may be pre-supposed in the reader. A few of the newest things presented at this meeting or, recently offered by school supply firms, are here presented:

At the meeting referred to Dr. Edward R. Shaw, dean of the New York university school of pedagogy, gave a résumé of his own experiments and inventions in school furniture. He stated that he had been constantly studying the problem of seating since he brought out his first school desk, in 1895. In this he started with the adjustment for plus and minus distance, with a desk top that slid back and forth. He adopted the fifteen degree slope as recommended by the Vienna commission. He still holds to this slope as being the best for the average individual.

Certain defects appeared in this desk which he has been striving to correct. The desk was too thick. Papers and books would slide off to the floor, and as the English would say, would "get on" the teacher's nerves.

With view to improvements Dr. Shaw took up the Chandler desk which represented some of the latest ideas. He arranged a scheme by the use of two upright rods to keep the desk lid horizontal. This desk, box-shaped, was tested for about four years. Only one serious defect appeared. The spring for the sliding cover made a great noise. Last year Dr. Shaw determined to obviate the noise and seems, from the easy action of the specimen desk which he exhibited at the

meeting, to have met with great success. A full description of this desk appears in his book on *School Hygiene* which the Macmillan Company will bring out early in May and which will be fully reviewed with illustrations in *THE SCHOOL JOURNAL* upon its appearance.

A rather elaborate desk with a spring back, designed by Dr. Eliza M. Mosher, dean of the woman's department of the University of Michigan was shown, a paper upon it being presented by Miss Ada F. Thayer, director of physical training at Syracuse, N. Y.

Another desk designed by Prin. J. G. Thompson, of the state normal school at Fitchburg, Mass., was exhibited. This was interesting as having half the desk always uncovered.

Dr. James B. Fitzgerald, director of physical training in the schools of Boston, modestly announced that he has been experimenting with school desks for a few months only, and that he cannot be considered an authority on the subject. In that short time, however, he has made some remarkable improvements. Starting in with the well known Chandler desk, he decided that the square seat is wrong, if it must be stationary, for in most classes children have to sit sidewise as well as facing to the front. The alternative is either to make the seat round or to revolve the square seat. Dr. Fitzgerald has adopted both ends of the alternative. He has a circular seat for those teachers who will not employ his revolving seat. The latter, tho not yet known outside of New England, has been adopted in several schools of Boston.

Another innovation is to place the seat, not squarely in middle of the desk, but about four inches to the left. This gives a much larger writing surface, and is so convenient an innovation that it is strange it was not thought of sooner.

Dr. Fitzgerald's desks have already been installed in the new \$250,000 high school at Lawrence, in one of the new high schools in Boston, in schools at Winchester, and Medford.

### The Union Desk.

Something quite novel and sure to take is this Union Desk, the invention of Mr. William B. Cogger, of Springfield, Ill. The accompanying illustration is almost self-explanatory. There is no direct support under the seat—a great advantage in cleaning the floor and conducive to good sitting. The upright adjustment is accomplished by means of a wrench. A turn on either side will raise or lower the desk easily. The desk has the fifteen degree slant. The plus and minus adjustment is in the seat which can be pushed forward or back. The advantage of this will be readily perceived. The American School Furniture Company, of New York, which is buying out this desk, is confident that it embodies the very best features of hygienic seating and that it is sure to make its way to immediate popularity. In appearance it is one of the handsomest desks ever put upon the market.



The Union Adjustable

**A Large Book Box.**

A marked feature of the "Trump" automatic Folding Top Desk is that it has a larger book box than any other folding top desk. The books can be stood upright. This is a matter of very great convenience.

Other points that are claimed for this desk are that it is noiseless; that its iron standards are massive and heavy, that



every desk can be locked. By a novel device the top of the "Trump" can be raised to the position shown by the accompanying illustration and lowered again into position or folded entirely, by raising or lowering the top with one hand—while with the other hand books can be taken out or placed into the box. Made by the Sherwood Company, Chicago, Ill.

**Standard Drawing Tables.**

These Standard tables have been designed especially to meet the demand of manual training schools for a substantial table at moderate cost. They are designed on new and original lines and constructed from the best material to be obtained—seamless steel tubing and malleable iron. They are light, durable, and free from springs, levers, and other devices which may get out of order. No. 1, as here shown, is a plain table,



having adjustment for height only. It has a broad expanse of legs and is perfectly rigid. The clamping device is simple and easily operated and when clamped has no lost motion. The legs have cored holes at the base, permitting it to be screwed to the floor. The top is made of three-ply veneered ash and has metal trimmings of oxidized bronze.

No. 2 is a table which has both vertical adjustment and

tilting top. Made by the Standard Table Company, Muskegon, Mich.

**A Sanitary Flooring for Schools.**

The need of a practical flooring for schools that shall be sanitary has long been felt. By practical, we mean: (1) One that should not be too heavy for the usual floor beams; (2) that would not crack by varying pressure; (3) that would enable the fastening of desks; (4) that could be easily cleansed and into which germs could not penetrate, and (5) that would not be too expensive to come within the outlay usually proposed for school buildings.

We have lately inspected the Perfect Sanitary Flooring made by S. and S. Company, No. 1 Madison Avenue, N. Y. city, and find that it seems to meet these requirements. It is composed of mineral substances. The special features are these: (1) It can be readily applied to the boards of an ordinary floor and will adhere firmly; (2) any color may be given to it; (3) it is hard and durable and yet is somewhat flexible; (4) it has a smooth surface and can be kept clean as easily as marble; (5) it is fire-proof and non-absorbent; (6) it does not require painting, varnishing or polishing.

Being, besides, cheap when compared with tiling (about one-third in cost), and easy of application by any good plasterer it cannot fail to be largely used.

For school floors, bath-rooms, dining halls, hospitals, laundries, kitchens, dining cars, and office buildings, it is the best substance for floors yet discovered. It has another feature that will make it of special value for school purposes and that is its sound-deadening quality. This is of great importance and cannot fail to recommend it very highly.

The elevator floors in the great Metropolitan Life Insurance building, No. 1 Madison Avenue, N. Y., have been laid with this material and the usage to which they have been subjected has not injured the surface in any way. This shows that the substance is very durable, an important feature in anything used on school-room floors.

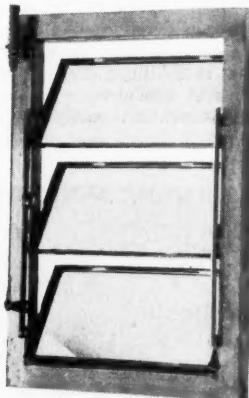
Dr. W. J. Stewart, 362 West Twenty-third street, New York, formerly a school trustee in New York, says of this flooring: "For school floors that need to be germ proof, unshrinkable, not liable to crack, fireproof and waterproof the Perfect Sanitary Flooring is the best thing yet discovered. It can be put on the floor boards and will adhere firmly. It aids very materially in deadening sounds; it is reasonably cheap. When it is washed the water does not penetrate any more than it would into marble."

Other testimony to its adaptability to school floors is at hand; and all school boards will do well to investigate the claims of this new material. H. R. Sellers, No. 1 Madison Ave., N. Y. city, will answer any inquirers.

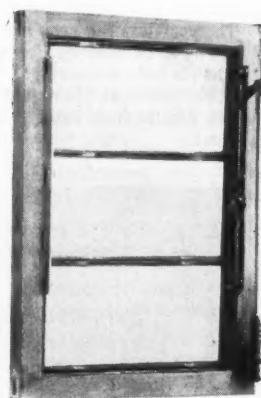
**An Adjustable Window Ventilator.**

Something novel in the way of a window is here shown. What is claimed for it by the maker is as follows:

The frames and working parts are made entirely of brass and are therefore proof against swelling and contraction. It is contained and works inside its own frame and in being placed in position needs only to be screwed to window bar.



The Walker Adjustable Window open.



The Walker Adjustable Window closed.

It is simple in construction; easily worked and will not get out of order. It can be fitted to any existing sash. The maximum or minimum quantity of air can be admitted. The current of air is drawn into the room in an upward direction so that the effect of draught is obviated. The window glazed with obscure glass is an effective screen against outside intru-

sion, while open to three-quarters of its capacity. This makes it a very desirable window where privacy is necessary. Both sides of the window can be cleaned from the inside. Window casings, cords, pulleys, and weights can be dispensed with. The window glazed with wire glass makes it a fire proof window. Several prominent Boston architects have approved of it. Made by J. W. Walker, 1119 Tremont Building, Boston, Mass.

#### Weaving in the Schools.

Mrs. Martha P. Todd, a teacher in the Motley school, Minneapolis, has invented an adjustable hand loom for school-room use. There have been many attempts in the last few years to get instruction in weaving into the schools, but the want of a really workable loom has presented an almost insuperable difficulty. The little hand looms, patterned upon primitive models have been found to be too crude and clumsy, while the fine old frame looms of our grandfather's day, besides being rare and expensive, present too many difficulties of manipulation for school-room use. In a school here and there you will find a standing loom kept for exhibition purposes, but useless for class-room instruction.

The looms from which Mrs. Todd has developed hers are very simple in construction and adapted primarily to rug weaving. They consist of four pieces of wood to form a frame. Brads are driven in at top and bottom on which to stretch the warp. Along either side runs a strip of wood or metal which guides the side edges of the rug. Metal is preferable since it prevents any drawing in at the center. In Mrs. Todd's loom, as here displayed, grooves have been substituted for the brads, which are ill-adapted to school use, being liable to scratch the desks. The head and foot pieces are of steel or brass instead of wood, so that the grooves may not easily wear off. The side pieces are of cherry.

#### Adaptation for School Work.

The rectangular shape is preserved but the size is made adjustable by two devices. The top bar, which is movable, can be let down on brass buttons which are disposed along the sides at intervals of an inch. The side bars can be moved inward since there are perforations for that purpose half an inch apart thru the head and foot pieces. There is an easel support so that the worker does not need to bend over his loom, an important consideration in school classes.

The grooves are  $\frac{1}{8}$  inch, admitting of warp string  $\frac{1}{8}$ ,  $\frac{1}{4}$  or  $\frac{1}{2}$  inch. The advantage of the  $\frac{1}{8}$  inch warp is that, strung with wool or raffia, all the beautiful patterns designed for paper weaving in the kindergarten (such designs as those published in the Kraus-Boelte book of occupations. *The Paradise of Childhood*, or the kindergarten book by Lois Bates) can be woven with an almost infinite variety of patterns.

#### What the Loom Will Do.

The adjustability of the side bars enables one to weave strips of different colors for slumber robes, afghans, etc., the strips to be sewn together after being woven. The warp in these patterns forms a part of the design with the woof. This is the object of having the warp threads so close together. The  $\frac{1}{8}$  inch interval is good for double wool or carpet ravelings, and either the  $\frac{1}{4}$  or  $\frac{1}{2}$  inch for rag rugs.

The prettiest rag rugs are woven from silkoline cut in  $\frac{1}{8}$  inch bias strips, raveled on the edges a little by being drawn thru the hands before weaving. The mat in the illustration is made of this material, plain, with strips at the ends. The nap which results from cutting the strips biaswise is easily seen in the cut.

#### The Shuttle.

The shuttle is of the nature of a large wooden needle which is longer than the warp is wide. It is much easier for a child to use this than to throw a small shuttle. The needle is well adapted to pressing the woof down evenly. With a smaller needle there is always the danger that the woof will not be properly pressed. It is found, too, that children should work with large materials whenever that is possible. When the rug is complete, the side bars can be raised from their perforations and the warp lifted from the grooves.

Mrs. Todd's loom is intended for primary schools and kindergartens. It can, however, easily be made larger should it be wanted for manufacture of floor rugs. It is adjustable to fifty-four sizes in a 9x12 inch frame. Raffia work is very well adapted to this kind of frame. It has ordinarily been done without the use of a loom and has been characterized by uneven edges. Both warp and woof must be of raffia. Delightful little mats can be made of this palm fiber.

A patent for this loom has been applied for. The loom will be shown at the coming convention of the National Educational Association at Detroit.

#### Other Looms.

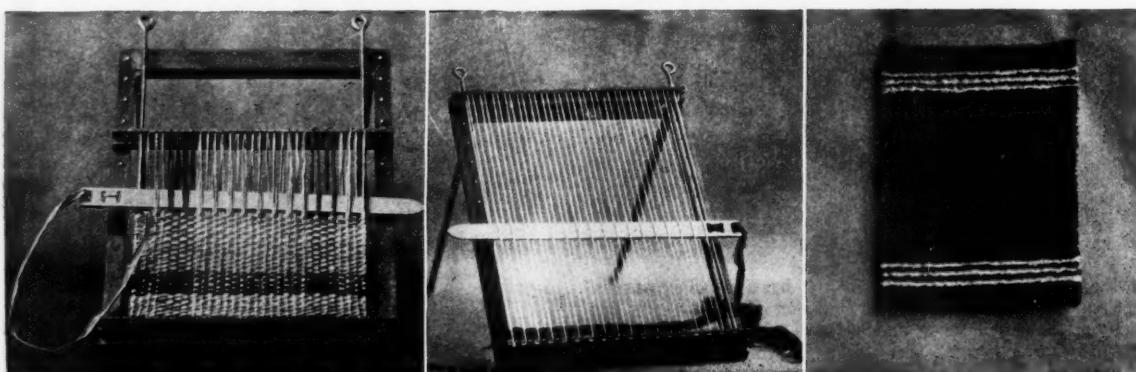
To this account it may be added that the old-fashioned standing looms would seem to be very well suited for use in the manual training departments of high schools and academies. A great deal of attention has been attracted recently to the work in weaving done by the Volk children on a century old loom. Mr. Douglas Volk, the well-known artist, and Mrs. Volk, have started a little rug-making industry at Center Lovell, Maine, and their children have entered with enthusiasm upon the work of weaving both the rough burlap which is used as backing for the drawn rugs and more delicate stuffs of wool and linen. Except for the process of warping, which presents some difficulties that would need the assistance of the manual training teacher, the process of weaving on the large hand loom is simple and very agreeable.

A plea might also be made for the educational possibilities of the drawn rug in manual training classes. As everybody knows, the New England rag rug was not formerly supposed to be a thing of beauty, but since the artists have taken it up, the popular estimation of it has changed.

The process of rug drawing is easy, the materials inexpensive and the opportunities for the cultivation of taste excellent. The strips of colored flannel or coarse worsted are drawn with a steel hook thru a backing of burlap stretched upon a rectangular frame and the ends, or "pile" sheared off. If care is taken in the selection of patterns and colors the rugs are very charming. Those executed by artists, as Mrs. Volk or Mrs. John Albee, of Chocoma, N. H., bring very high prices and are in the same class with the fabrics of the Orient.



The arguments for free text-books, pro and con, are cogently put in a little booklet brought out by the Holden Patent Book Cover Company, of Springfield, Mass. Any superintendent or committeeman who wants to get ideas for convincing some obstinate person or persons on the other side will do well to have this pamphlet by him. The refutation of the objections to free books by the suggestion of using the Holden covers is a bit of very clever special pleading. Connecticut superintendents might be especially invited to consider this matter, since the Nutmeg state is the only one in New England that has not adopted the free book system.



Courtesy of *School Education*, Minn.

Adjustable Hand Loom.

## Educational Trade field.

The Hammett School Supply Company has been incorporated with headquarters at 352 Washington street, Boston. The new firm announces that it does not enter the field in opposition to any of the present school supply houses, but that it will endeavor to have a stock which will include every article or book needed in any branch of school work. In the manufacturing department the house will make a fine line of blackboards, sand and clay tables, and other special articles of woodwork.

The president of the company, Mr. C. F. Hammett, has had over twenty-four years' practical experience in the school supply business in this country and in Brazil. With him are associated the following people, all with experience in the school supply trade: Miss E. M. Baker, Mr. George F. Buck, Mr. W. L. Manchester, Miss Mary L. Stewart, Mr. H. C. Langille, Mr. A. W. Baker, Mr. Thomas J. Daniel.

The Interstate Teachers' Bureau has been organized at Atlanta, Ga., by Messrs. T. W. Clanton, and F. G. Webb. Both the gentlemen are well known in the Southern school field. Mr. Clanton has been for several years identified with the school supply and text-book business—in the employ, if we mistake not, of the Central School Supply House of Chicago, and Mr. Webb has been actively engaged in teaching for the past eight years.

A new Chicago house for the handling of school and college text-books is that of Hall & McCreary in the Atlas building. The principals in the firm are both young men, graduates from the house of the C. M. Barnes Company, for whom Mr. Hall worked fourteen years and Mr. McCreary ten years. Live and energetic, they may be safely picked as winners.

Green slate blackboards are a specialty with the well-known Western firm of H. S. Sook & Son, of Seattle, Wash., and Los Angeles, Cal. Green is restful to the eye and helps to decorate a room. The Sook blackboards are in use in the state normal school at Los Angeles, and in the city schools of San Diego, San Bernardino, Los Angeles, Seattle, Tacoma, and other cities of the Pacific slope.

Geo. L. English & Company, the well-known dealers in mineralogical specimens, formerly of 812 Greenwich street, are now at 3 West Eighteenth street, New York, in the same building with the Prang Educational Company. Their rooms are well worth visiting on a Saturday morning.

Mr. William Trevelyan Brown, of the Esterbrook Pen Company, has a volume of poems in press with G. W. Dillingham & Company. The book will appear about May 15, and will contain all of Mr. Brown's most significant work of recent years. The author, as is well known, is an enthusiastic advocate of peace in international relations.

Mr. J. Liberty Tadd writes regarding his Adirondack summer school that a large number of teachers has already registered and that from present appearances it may be something of a squeeze to accommodate all who apply. The combination of the attractions of Saranac Lake and of Mr. Tadd's inspiring teaching is evidently as strong as three sevens, and that is a hand that can never be beat.

Information regarding roofing slate and slate blackboards is solidly packed into a little booklet brought out by E. J. Johnson & Company, 38 Park Row, New York. The different varieties of slate are explained and localities where they are designated.

The value of attractive advertising is thoroughly appreciated by the manufacturers of Carter's Ink. This little drawing ink cut is an admirable example of application of art to commercial purpose. Its "spotting" is very interesting. It cannot be too often reiterated that good advertising demands good art.

The main building of the B. F. Sturtevant Company, manufacturers of heating and ventilation apparatus, at Jamaica Plain, Boston, was destroyed by fire April 16. The loss was about \$350,000.

The method of arrangement of Art Study Pictures, adopted by the Art Study Company of 307 Dearborn street, Chicago, ought to commend itself to educators. Each country's and each artist's work is grouped systematically. The pictures are neatly inclosed in a portfolio cover, containing a brief biographical note of each artist whose work is shown. This feature is especially helpful to teachers.



### When Not to Advertise.

Here is some sound advice given to the world thru the columns of an English journal, which requested several of its largest advertisers to give their opinions concerning the best time to stop advertising. One firm with a world wide reputation replied:

When the population ceases to multiply, and the generations that crowd on after you and never heard of you stop coming on.

When you have convinced everybody whose life will touch yours that you have better goods and lower prices than they can get anywhere else.

When you stop making fortunes right in your sight solely thru the direct use of the mighty agent.

When you can forget the words of the shrewdest and most successful men concerning the main cause of their prosperity.

When younger and fresher houses in your line cease starting up and using the trade journals in telling the people how much better they can do for them than you can.

When you would rather have your own way and fail than take advice and win.

### Success of Correspondence Methods.

The American Correspondence Normal, of Dansville, N. Y., reports a remarkable increase in registration during the past few months. The value of the correspondence methods is now generally understood among teachers. Such courses as those offered by the Dansville Normal are of great helpfulness to teachers who are anxious to improve their positions, to persons who want to become teachers, and to persons who wish to do some systematic studying along educational lines for the improvement of their general culture. Every teacher who is not enrolled as a resident student at some professional school ought to be improving herself thru correspondence study. The only way to avoid sticking in the ruts is to progress.

Mr. Henry K. Rowe, for several years instructor at the Monson, Conn., academy, has resigned to become business manager and director of the correspondence department of New England School of Languages, at Boston.

### Educational Uses of the Typewriter.

The following statement by Prin. Louis Bruch, of the Longfellow school, San Jose, Cal., anent the usefulness of the typewriter in schools, is worth quoting:

"I find the typewriter of great use in the work of the school.

First, the text is the same as that of the printed page with which the children are familiar. Therefore the children can make their work look like the page of their books and in that way learn to do it in the customary manner. They can easily discover their mistakes and quickly correct them.

It is much easier for a child to study a column of words that he has printed with the typewriter than to study a list that he has written, and perhaps poorly written. Again he recognizes quickly the correct form of the word that he has printed with the typewriter, but often he can hardly distinguish the difference in written words. This is especially true in the case of poor writers and poor spellers—the very pupils who need help.

The typewriter is invaluable in composition work. Every pupil is proud of his composition if he can see it in the printed page.

The pupils of this school are to publish a four-page newspaper, using the typewriter. Each grade, from the highest to the lowest, will be represented in the paper."

### The "Tip-Top" Duplicator.

It is a good duplicating machine that reproduces handwriting in so faithful a manner that copies duplicated in black ink are often taken for ordinary written letters and not duplicates. It is claimed the Daus Tip-Top Duplicator will measure up to this standard. For the teacher who wishes to get out examination papers quickly it is indispensable. She can write one notice or circular, and in fifteen minutes can have one hundred copies struck off.

The "Tip-Top" Duplicator contains a roll of negative paper five yards long, fitted in such a manner that it unrolls itself on another roller, and when required, back again on the first roller, and so on until the whole roll has been used six to eight times over, when it should be replaced by another roll. No washing out of the ink is required as the negative will sink or evaporate in a few days. To produce duplicates from an original, written on the typewriter, the special ribbons should be used. Made by the Felix F. Daus Duplicator Company, 5 Hanover street, New York city.

## Art Publishers' Unite.

Fuller details concerning the consolidation of art publishers which was referred to in THE SCHOOL JOURNAL for April 6 can now be given. The three firms which have united to form the Soule Art Company are the Soule Photographic Company, of Boston; the Helman Taylor Art Company, of New York; the E. E. Soderholtz Company, of Boston. The various lines of work of these three firms will be continued as before, but special attention will be given to school-room decoration. The president of the company, Mr. W. B. Everett, is at present in Europe with Mr. E. E. Soderholtz, who is one of the leading experts of the world in photographing paintings, to get as many complete collections as possible of architecture, sculpture, and painting. Most of these will be especially suitable for school-room use. The selections of Egyptian negatives, which has already been obtained, is the finest in existence, covering practically all of the architectural ruins. Similar collections will be made in Greece and Italy.

## Fine Collection of School Pictures.

The school at Ilion, N. Y., is to have a fine art collection. The money for the purchase of a large number of pictures and casts was secured by means of an art exhibition held last February, from liberal gifts presented by patrons of the school, and from the state in duplication of the amount raised at Ilion. The list price of the reliefs, busts, pictures, and frames is \$1,057, the many of them were secured at a discount.

The pictures cover a wide range of subjects, by artists of different periods, in America, England, France, Germany, Holland, Spain, and Italy. Architecture and sculpture, as well as paintings, are represented. Nearly all are reproduced directly from the originals. Most of them are carbon prints, tho there are also Copley prints, platinums, and photographs.

The following artists are represented: Constable, Reynolds, Kaulbach, Rembrandt, Plockhorst, Burne-Jones, Walker, Simons, Blashfield, Emmet, Jacques, Inness, Taylor, Knille, Murillo, Velasquez, Troyon, Bonheur, Breton, Waterlow, Landseer, Michelangelo, Duplesses, Reni, Daubigny, Corot, St. Gaudens, Van Marcke, Stuart, Ruysdael, Hobbema, Hoffman, Turner, Raphael, Rubens, Van Dyck, Braith, Defregger, Potter. The following is a list of the subjects, together with the artist and the publisher.

From A. W. Elson & Co., Boston: David (Michelangelo), Capital at Washington, Pyramids and the Sphinx, Temple of Isis, Philae, Temple of Paestum, Colosseum, Amiens Cathedral, Choir of Lincoln Cathedral, Benjamin Franklin (Duplesses), The Lane (Troyon), Aurora (Reni), Auvers on the Oise (Daubigny), Sunset (Corot), Hermes of Praxiteles, Concord Bridge, Lincoln Statue (St. Gaudens), St. Peter's and the Vatican, The Rialto, Independence Hall, Valley of the Touques (Van Marcke), Mount Vernon, Washington (Stuart), Stratford-on-Avon.

From Franz Hanfstaengl, Munich: Landscape with Windmill (Ruysdael), The Avenue (Hobbema), The Syndics (Rembrandt), Head of Christ (Hoffman), Fighting Temeraire (Turner), Study of a Lion (Landseer), Distinguished Member of the Humane Society (Landseer), Sistine Madonna (Raphael), Detail of the same, Two Sons of Rubens (Rubens), William of Orange and Mary Stuart (Van Dyck), Return of the Flock (Braith), Madonna (Defregger), Courtship of Miles Standish (Turner), The Young Bull (Potter), Head of Christ (Murillo), Christ in the Temple (Hoffman), the Cornfield (Constable), Age of Innocence (Reynolds), Cloister Soup (Kaulbach), Portrait of his Mother (Rembrandt), The Good Shepherd (Plockhorst).

From Curtis & Cameron, Boston: Hope (Burne-Jones), Wisdom of the Law (Walker), Justice (Simmons), Power of Law (Blashfield)—the last three taken from recent mural paintings in court rooms in New York—Lost Sheep (Jacques), Sunshine and Clouds (Inness), Children's Hour (Taylor).

From C. Klackner, New York: Training of the Athenian Youth (Knille).

From Frank Hegger, London: Court of Lions—Alhambra, Acropolis at Athens, Castle of St. Angelo, King Arthur.

Berlin Photographic Co., Berlin: The Nursery (Waterlow).

From Braun, Clement & Co., Paris: Holy Family (Murillo), The Gleaners (Millet), Children of the Shell (Murillo), Prince Balthazar (Velasquez), Return from the Farm (Troyon), Feeding her Birds (Millet), Plowing (Bonheur), Immaculate Conception (Murillo), Song of the Lark (Breton), Divine Shepherd (Murillo), The Angelus (Millet).

The committee representing the alumni of the school has purchased and presented to the school with funds on hands the following casts made by Caproni Bros. of Boston: Busts of Homer, Shakespeare, Froebel and Franklin: Lucca della Rob-

bia's Boys with Scroll and Boys with Trumpets, also two slabs of Thorwaldsen's Triumph of Alexander.

## An Important Combination.

Williams & Rogers, of Rochester, the well-known publishers of commercial text-books, have entered into combination with the American Book Company, the consolidation taking place May 1. Mr. Williams and Mr. Rogers will continue to have a proprietary interest in the books already published, and will see to the revision of several of these. It is understood that they are not to leave Rochester.

The entire business and manufacturing interests of the firm will be transferred to the headquarters of the American Book Company in New York. The manufacturing department will, as heretofore, be under the direction of Mr. John E. King, who has been with Williams & Rogers since the foundation of the firm. This removal to New York will cause general regret in Rochester where he is very popular.

The sales department will be under the management of Mr. C. W. Coffin, who has for several years been the New York representative of the firm. Mr. Coffin will continue to cover the territory in the neighborhood of New York city, and will have general charge of the agencies in other cities.

The Williams & Rogers depositories in Boston, Chicago, Cincinnati, and elsewhere will be given up and the agents will be attached to the American Book Company offices at those places.

The prime cause of this important consolidation was the lack of manufacturing facilities from which Williams & Rogers have been suffering. They found that they could not secure the proper making of their books in Rochester, and it became incumbent upon them, either to build a plant of their own, or to look elsewhere for press-work. They were then led to an inspection of the American Book Company's great plants in New York and Cincinnati with the result that an amicable arrangement was presently effected. It seems certain that the sale of their books will receive great impetus under the new regime.

## The Situation in North Carolina.

A battle royal among the text-book houses for adoptions in North Carolina under the new constitutional provisions has been raging. At this writing the results are not yet known. All the bids were in March 25. They were to be opened by the sub-commission thirty days after date, on April 25, as it was supposed; but somebody found out that Sundays could not legally be counted, so that the day of opening was postponed until May 1.

The sub-commission, appointed by the governor of the state, is to pass upon the merits of the books without regard to their price, considering only their educational and mechanical features. They must make a secret report to the text-book commission.

This commission is to pass finally upon the books recommended by the sub-commission. It may make better terms than those offered in the bid, if it is able to do so, or may reject any and all bids and advertise for bids of books in manuscript, to be published by the owner.

## Competitive Excesses.

"It is my opinion," said a prominent Fifth avenue publisher the other day, "that in the recent scramble for re-adoptions in West Virginia we have about reached the limit. I shouldn't want to say anything that will hurt the business, for you cannot attack the policy of any one house or any group of houses without injuring every firm in the text-book field. It is of no advantage to me that the agents of a rival house have been detected in questionable modes of solicitation, for the public always makes the inference that my agents are just as bad except that they obeyed the eleventh commandment and did not get caught. Just as a matter of business policy I believe that that West Virginia campaign was a mistake all around. It cost more than all of us put together are likely ever to get out of it."

"Everything to my mind points to the necessity of some kind of amicable agreement whereby the bitterness of the present competition will be lessened."

## A Seattle Publishing Firm.

The Metropolitan Printing and Binding Company has contracted with the Westland Publishing Company to publish all of the "Westland" series of text-books, which the latter company supplies to the schools of the state. The contract is for a term of four years, and about 75,000 books will be turned out each year. The company also expects to erect a new building which it will share with the Westland Publishing Company, which will in the future make its headquarters in Seattle.

## Among Bookmen.

Mr. W. E. Pulsifer, New York member of the firm of D. C. Heath & Company, delivered a memorial address on Grant at the Union League club of Jersey City, Saturday evening, April 27. This address of Mr. Pulsifer's is one that he has delivered on several previous occasions upon the anniversary of Grant's birth; it has always been received with enthusiasm.

Mr. Cortlandt T. Nichols has been engaged by the Boston office of the Macmillan Company to beard the educators of southern Massachusetts, Rhode Island, and Connecticut. Mr. Nichols has been in the text-book business since 1894, working with Ginn & Company, 1894-7, and since then with the Macmillans, during school vacations, while he was in attendance at Harvard university. This is his first call to "outside missionary" effort.

A new bookman in the New York field is Mr. R. S. Mighill, who is now representing Richardson, Smith & Company in the metropolitan district. He was formerly with King, Richardson & Company, of Springfield, Mass.

D. C. Heath & Company are to be represented in western Pennsylvania by Mr. Robert S. Latham, of Pittsburg, a veteran bookman, who has for several years traveled up and down the same territory in the interest of Ginn & Company.

Mr. John Vaughn, New York representative of T. R. Shewell & Company, has been working in Philadelphia and Eastern Pennsylvania during the past month. He reports so much business that he has not had time to rewrite his advertisement in THE SCHOOL JOURNAL. However, it is a good one as it stands.

Newson & Company, New York, have acquired by arrangement with Messrs. J. M. Dent & Company, London, the American rights to a valuable series of modern language books for elementary and secondary schools. The American editor is Mr. Walter H. Buell. Two of the books, *French Daily Life*, adopted from Dr. R. Kron's *Le Petit Parisien*, and *German Daily Life*, which is similar in scope, are bound to meet with immediate popularity.

Mr. H. D. Newson, the head of the firm, has just returned from an extensive tour of the South. He reports an interesting conversation, held with the governor of North Carolina, on the subject of text-book adoptions.

Gen. Alexander C. McClurg, of the publishing house of A. C. McClurg & Company, Chicago, died at St. Augustine, Fla., April 15. Mr. McClurg was born in Philadelphia and educated in the public schools of Pittsburg and at Miami university. In 1859 he went to Chicago and entered the employ of S. C. Griggs & Company. When the war broke out he enlisted as a private and returned a brigadier general by brevet. He resumed his clerkship at the Griggs bookstore and in 1872 became a member of the firm which took the name of Jansen, McClurg & Company. On the retirement of Mr. Jansen it became A. C. McClurg & Company.



The second report of the United States board on geographic names has been issued from the government printing office at Washington. Only a few changes and additions have been made since the issue of the original congressional edition of May, 1900. A general impression gained from the 135 solid pages of spelling is that all the geographic names known to our infancy were misspelled, but it is probable that there are a few not included in these lists.

The necessity of a door check on school-room doors is generally admitted. The Odgen automatically regulated liquid door check and spring, made by the Odgen Mfg. Co., of Newark, N. J., sees to it that the door closes quickly, quietly, and gently at all times. Even if the wind is blowing at the rate of forty miles an hour, the rate of the door's traveling is not thereby accelerated.

Messrs. C. C. Birchard & Company, recently organized as a text-book house in Boston, have brought out a neat little introduction to geometry, intended for grammar grades, under the title "Constructive Form Work." Mr. Birchard, the head of the firm, was for many years connected with the American Book Company. He is an up-to-date bookman and will undoubtedly meet with great success in his venture.

School charts have been greatly improved in recent years. Those made by the McConnell School Supply Company, of Philadelphia, are really remarkable as examples of handsome lithography. This house is one that makes a specialty of its charts.

## Books Under Way

## D. Appleton &amp; Company.

"Insect Life," by John Henry Comstock.

"Familiar Trees and their Leaves," (new edition), by F. Schuyler Mathews.

"Familiar Flowers of Field and Garden," (new edition), by F. Schuyler Mathews.

"The Woman's Book of Sports," by J. Parmley Paret.

"A History of the United States Navy," by Edgar S. Maclay.

"The Great War Trek," by James Barnes.

## Cassell &amp; Company.

"Oral Sepsis," by William Hunter.

## G. W. Dillingham &amp; Company.

"Joy Bells," by William Trevelyan Brown.

## Doubleday, Page &amp; Company.

"The Diary of a Freshman," by Charles M. Flandrau.

"The Furniture of our Forefathers," by Esther Singleton.

## Ginn &amp; Company.

"First Year Latin," by William C. Collar and M. Grant Daniell.

## D. C. Heath &amp; Company.

"Famous Geometrical Theorems and Problems with their History," Part IV, by W. W. Rupert.

"The Life of a Bean," by Mary E. Laing.

"America's Story for America's Children," books III and IV, by Mara L. Pratt.

"Complete Graded Arithmetic," Books III, IV and V, by George E. Atwood.

Dickens's "A Tale of Two Cities," edited by Hamilton B. Moore.

"The Government of the State and Nation," by L. B. Kellogg, and A. R. Taylor.

Heath's Home and School Classics: Trimmer's "The History of the Robins," edited by Edward Everett Hale.

Heath's Modern Language Series: "Materials for Composition based on Malot's *Sans Famille*," by (Mrs.) Sarah Brigham.

Sudermann's "Johannes," edited by Prof. F. G. G. Schmidt.

Michelet: "Extraits de L'Histoire de France," edited by C. H. C. Wright.

Musset, "Trois Comédies," edited by Dr. Kenneth McKenzie.

"Marie-Louise," edited by H. A. Guerber.

Lesage's "Gil Blas" (Padre Isla version), edited by Geddes and Josselyn

## Hinds &amp; Noble.

"A New Beginner's Latin Book," by Hoch & Bert.

"Pieces for Every Occasion," by Caroline B. LeRow.

"A Well-planned Course in Reading," Caroline B. LeRow.

"How to Use the Voice in Reading and Speaking," by Ed. Amherst Ott.

"1,000 Classical Characters, Briefly Described," by Ivory Franklin Frisbee.

"Twentieth Century Educational Problems," by Alexander Copeland Miller.

## George W. Jacobs &amp; Company.

"A book of Bryn Mawr Stories," edited by Margaretta Morris and Louise Buffum Congdon.

"The Fallen God and Other Essays in Literature and Art," by Joseph Spencer Kennard.

## J. B. Lippincott Company.

"Civil Government," by Schwinn & Stevenson.

## Newson &amp; Company.

Newson's Modern Language Books, edited by Walter Rippmann and Walter H. Buell: "First French Book."

"Second French Book."

"French Daily Life."

"First German Book."

"German Reader."

"German Daily Life."

## Silver, Burdett &amp; Company.

"Blue Shirt and Khaki," by James F. J. Archibald.

"Ten New England Leaders," by Williston Walker.

"The South American Republics," by W. Fisher Markwick and William A. Smith.

"An Introduction to the Study of Commerce," by Frederick Rodman Clow.

## Notes of New Books.

Mr. Francis E. Howard, supervisor of music in the schools of Bridgeport, Conn., has won an enviable reputation for his skill in teaching, and leading others to teach children how to sing. The simple fact that the *Novello Music Course, First Reader*, has been prepared by Mr. Howard is sufficient guarantee of its value as a text-book for school music study. Exercises and songs, simple but carefully graded in the key of C, occupy the first twelve pages. Then follow exercises and songs in G, then in D, and so on thru the various keys, the work growing more difficult from page to page, but with no sudden jumps from the simple to the more difficult. Part II takes up two-part exercises and songs. By the time pupils have finished this *First Reader* they ought to be able to read any simple music at sight, and enjoy it, which is more than most fathers and mothers can do in this country to-day. The book closes with four of our best patriotic songs. (Novello, Ewer & Co., New York.)

The appearance of a book containing twenty *Bird Portraits* by Mr. Ernest Seton-Thompson, together with descriptive text by Mr. Ralph Hoffman, is an event of more than every-day occurrence. Too much credit cannot be given to the publishers for the beautiful make-up of the book. Mr. Seton-Thompson's drawings have been reproduced with remarkable preservation of those qualities of tone that characterize his originals. The man is a landscape painter as well as an ornithologist and never sees an object in nature without also seeing its modifying environment. He uses such language as the painters use, not that of the ordinary illustrator. His drawings have, therefore, a definite art value.

The text by Mr. Hoffman is interesting and suggestive. The author has the gift of compression. He knows the effectiveness of reference to common things, as when he describes the swarms of sea gulls hovering over the garbage boats that leave New York harbor. Whenever he can do so he gets in a plea for the preservation of the birds from their youthful and the feminine foes.

The twenty birds depicted and described are all of the everyday sort. They are as follows: song sparrow; flicker; brown thrasher; chimney swift; king bird; Baltimore oriole; wood thrush; scarlet tanager; rose-breasted grosbeak; redstart; ruby-throated humming bird; bob-white; goldfinch; blue jay; brown creeper; butcher bird; golden-crowned kinglet; herring gull; chickadee; barn swallow. (Ginn & Company, Boston.)

*Studies of Plant Life*, by Herman S. Pepoon, Walter R. Mitchell, and Fred. B. Maxwell, is a series of exercises for the study of plants. The purpose is to acquaint the students with plants as living things, potent factors for accomplishing certain great and important results. It is not so much what a plant is as what it does that incites to investigation, and the details of the structure are best used as a sure foundation upon which to gather and work out greater problems of function and relationship. The student will use this book as a laboratory guide. The work is well systematized and the series of questions guide him in the pursuit of his work. (D. C. Heath & Company. Price, 50 cents.)

*A Text-Book of Geology* by Albert Perry Brigham, A. M., F. G. S. A., professor of geology in Colgate university. This book, written in a style to attract attention, and giving the fewest possible dry details of the science, treats geology in three divisions—dynamic, structural, and historical. All the forces which have acted to bring the world to its present condition are discussed in order, their mutual relations carefully shown, and so far as known, the relative work done by each is estimated. This portion is illustrated by many new photographs which show actual rock surfaces as exposed by natural weathering or artificial rock cuttings. The accounts of underground waters are of special interest, while the enormous amount of work done by surface waters is made to account for the principal changes in the surface appearance from year to year, and the waste of cultivated lands. In structural geology, both gross and minute structure of the various rocks are well developed, and some fine illustrations are presented. The changes which time brings about in the rocks themselves, whether sudden or continuous, gives metamorphism. The last division deals with the succession of changes in the surface and the dependent life forms. Here it is interesting to note that Professor Brigham elevates the Cambrian period to an equality with the other periods of geologic history. The evolution of higher forms of life culminates in man and depends upon the preparation of the earth thru cooling, elevation, and glaciation. (D. Appleton & Company, New York. Price, \$1.40.)

L. R. F. G.

*Academic Algebra*, by William J. Milne, president of the New York State normal college, Albany. Dr. Milne is no new author. His reputation is well established and his text-books are very widely used in our schools. The method in this book is the same as in others of the series. The pupil is led first to make proper inferences from questions; then to express these inferences in clear statements, and third to make a full proof of the principle. These proofs may be reserved until a second reading or review or they may be omitted altogether for a class doing elementary work. The student's knowledge of arithmetic is made a basis for the more abstract reasoning of algebra. (American Book Company, New York, 444 pages.) E. P. T.

*John Ruskin's Sesame and Lilies* is edited, with introduction and notes, for the Silver Series of English and American Classics. There is an excellent biographical sketch of the author and sufficient explanatory matter to clear up doubtful points for those who have not access to books of reference. The book is handsomely bound and printed, like all the volumes in this series. (Silver, Burdett, & Company.)

So well selected is the matter in Heath's Home and School Classics that there is no doubt of the pupils becoming interested. Great pains are taken with the illustrations. Among recent books are *Six Nursery Classics*, edited by M. V. O'Shea; *A Midsummer Night's Dream*, abridged and edited by Sarah Williard Hiestand, with illustrations after drawings by R. Smirke; *Eyes and No Eyes and Other Stories*, by Dr. Aiken, Mrs. Barbauld, Mrs. Marcer, and Jane Taylor and *The King of the Golden River* by John Ruskin, edited by Prof. M. V. O'Shea. (D. C. Heath & Company, Boston.)

*Allerlei*, by Agnes Fahsel, of Milwaukee, is a little supplementary German book, a collection of very simply told tales. Some of them are new, at least to English-speaking readers; others are old favorites—narratives from Baron Munchhausen's experiences, Hans Andersen, and the like. The Roman type has been used throughout as being less trying to the eyes than the Gothic. (The American Book Company, New York.)

Sophocles, while apparently a simple writer in comparison with Aeschylus or Aristophanes, is in reality more subtle than either. It is proof of his subtlety that, numerous as are the editions of the *Oedipus Tyrannus*, an accomplished American scholar is able at this date to say some new things about the play. Prof. Mortimer Samson Earle's new edition presents sufficient fresh material amply to justify its appearance. One point alone is enough to make it worth while: the punctuation has been very carefully worked out in a logical, consistent way. Every scholar knows what this means—the annoyances that will be prevented by the absence of the unintelligent printing that mars many otherwise well-edited texts. The notes are very copious, but all are pertinent to the text. (New York, The American Book Company.)

An excellent and practical little guide to the intensive study of literary masterpieces is *How to Study Literature*, by Benjamin A. Heydrick, of the Pennsylvania state normal school at Millersville. The great trouble with most teachers of English literature is that they do not know what to do. In the Latin or mathematics class there is something definite and practical to aim at, but the young teacher of English is liable to be in one sense like Selma White in *Unleavened Bread*. Theoretically she knew that she had a great deal to say about Italian art, but practically she found it necessary to rush to the encyclopedias and cram on a few facts. Mr. Heydrick's little book will certainly encourage teachers to a more thorough and logical method. (Published by the author at Millersville, Pa.)

*The Riverside Biographical Series* is intended to answer a demand for a comprehensive illustration of the growth and development of the American people thru a biographic study of its leaders in state, army, navy, church, letters, science, invention, art, industry, exploration, pioneering, etc. The books are issued monthly during the school year. The series will present a biographical history of the United States. In one of these volumes is given an outline of the events in the career of that wonderful man, Benjamin Franklin. The frontispiece is an excellent portrait of this many-sided man. The books of the series should be in every school library. (Houghton, Mifflin & Company, Boston. School edition, 50 cents, net; library edition, 75 cents.)

*Stories by Fernan Caballero* is a new book which has come out with the imprint of R. D. Cortina, New York. Four of the author's most beautiful narratives have been selected. The first contains a vivid sketch of the battle of Trafalgar, the second is connected with the tragic history of the house of Stewart in England. In the printing of the book Mr. Cortina has followed his method of printing Spanish and English on

opposite pages. This is in accordance with the principle laid down by Mr. W. T. Stead:

"Modern methods recognize that grammar and dictionary are not for beginners; that words are never acquired except in phrases and sentences, and that the reading of a foreign book with the aid of a translation is far better than thumbing a dictionary."

A very sane, yet enthusiastic book is *Hypnotism and Suggestion* by R. Osgood Mason, M. D. The author believes that there are wonderful medical and ethical possibilities in hypnotic treatment. In his clear and scientific manner he gives details of a great many of the classic cases of dual and triple personality:—those, for instance, of Ansel Bourne, of Rhode Island, and of Felida X. There are besides, a great many cases which have occurred in Dr. Mason's own practice: among others that of a very naughty little boy of nine years who would never do the bidding of his parents and teachers but mocked them and scoffed them, and said he didn't care; Dr. Mason by virtue of his hypnotic powers has succeeded in converting him into a very decent little fellow, who is sometimes bad, for who of us is not, but is prevailingly tractable.

The book reads as interestingly as a collection of Poe's tales; and the best of it is that these tales are all true, Mark Twain and the author of the *Eternal Gullable* to the contrary. (Henry Holt & Company, New York.)

*Æs Triplex* is a little volume containing one of Robert Louis Stevenson's most polished essays. His theme is death in which he wrote in his marvelously direct and lucid way. The essay will furnish food for thought and meditation. (Charles Scribner's Sons, New York. Price, \$0.50.)

A luxurious old Cavalier of the early days of the Stuarts in England had a handsome black oak chair built for himself. He was an unfeeling, ungenerous soul who refused to listen to the cry of the poor and needy, even those of his own blood. When he died it was decreed that his wraith should sit and mourn in the black oak chair every night until the last of his family should have perished from off the earth.

The chair turned up in an antique shop in Chicago where it was bought by a young woman with a passion for antique furniture. She soon developed a habit of talking to the chair which led to a suspicion that she was mentally deranged, but *The White Flame* proved to be very real and certainly did produce some remarkable effects. Gabriel Booth, the hero of the story, was discovered to be the last surviving member of the family of the old Cavalier.

Upon such a foundation a very pretty love story is based. The mystical elements in it will be found very interesting, even by those who are inclined to jeer and jibe at sub-conscious personalities and subliminal selves. There is a good deal of religious mysticism in the book. "The soul can never burn to

## New Books for Schools and Libraries.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all requests that mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

### LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Scrap Book Recitations	H. M. Soper	143	Paper	.25	T. S. Denison, Chicago.
The Octopus	Frank Norris	652	"	1.50	Doubleday, Page & Co., Chicago.
Bird Portraits	Ills. Ernest Seton-Thompson	40	"		Ginn & Co. "
Report of Geographic Names	Text Ralph Hoffman				
Corneille	Leon H. Vincent	198	"	1.00	Gov. Printing Office, Washington.
The French Academy	" "	159	"	1.00	Houghton, Mifflin & Co., Boston.
Under the Redwoods	Bret Harte	334	"	1.25	" " "
Penelope's Irish Experiences	Kate Douglas Wiggin	327	"	1.25	" " "
Miss Prickard's Wedding Trip	Clara Louise Burnham	336	"	1.50	" " "
The Story of Eva	Will Payne	340	"	1.50	" " "
The Successors of Mary the First	Elizabeth Stuart P. Ward	267	Cloth	1.50	" " "
The Story of Cuba	Lottie E. Jones	43	"		Illinois Printing Co., Danville, Ills.
Life of Queen Victoria	Millicent G. Fawcett	272	"	1.00	Little, Brown & Co.
Modern German Literature	B. W. Wells	429	"		
Garcilaso	J. B. Ellis	394	"	1.25	A. C. McClurg & Co., Chicago.
Berth, A New Chance	Columbus Bradford	362	"	1.50	" " "
Age of Chivalry	Thos. Bulfinch	405	"	1.25	David McKay, Philadelphia.
Essays on Number	Ed. by J. L. Scott				
Forest School Master	Richard Dedeckind	115	"		Open Court Publ. Co., Chicago.
Tops'l's and Tents	Peter Rosegger	333	"		G. P. Putnam's Sons
The Body of Christ	Cyrus Townsend Brady	272	"	1.50	Charles Scribner's Sons, New York.
The Boy General	Charles Gove	330	"	1.75	" " "
Without a Warrant	Ed. by Mary E. Burt	204	"	.60	" " "
The Ways of the Service	Hildegard Brooks	292	"	1.50	" " "
Your Uncle Lew	Frederick Palmer	340	"	1.50	" " "
Philbrick Howell	Chas. R. Sherlock	305	"		F. A. Stokes & Co., "
A Maryland Manor	Albert Kinross	326	"		" " "
Bird Day	Frederic Emory	449	"		" " "
	C. A. Babcock	95	"	.50	Silver, Burdett & Co., "

### TEXT-BOOKS.

Text Book of Psychology	Daniel Putnam	300	"	1.00	American Book Co., New York.
New Education Readers—Book 3	Demarest and Van Sickle	160	Paper	.40	" " " "
Four Song Books	Carl Betz			.50	D. Appleton & Co.
How to Teach Reading and Composition	J. J. Burns	160	"		A. Flanagan, Chicago.
Physical Experiments	Woodhull and Van Arsdale	112	"		Ginn & Co., Boston.
Practical Civics	Geo. Chandler	292	"		" " "
Guzman Bueno	Ed. by Sylvester Primer	154	"		" " "
Wigwam Stories	Mary Catherine Judd	276	"		" " "
Edelsteine	R. A. Minckwitz	132	"		" " "
French Grammar	Fraser and Squair	550	"	1.12	D. C. Heath & Co., Boston.
French Syntax and Composition	Jeanne M. Bouret	186	"	.75	" " " "
Stories of Pioneer Life	Florence Bass	146	"	.40	" " " "
Strange People	Fred. Starr	196	"	.40	" " " "
Lessons for Little Readers	E. G. Regal	104	"	.30	" " " "
Burke on Conciliation	Ed. by D. V. Thompson	122	Cloth	.50	Henry Holt & Co., New York.
Selections from Pope	" E. B. Reed	246	"	.70	" " " "
L'Art D'Interesser en Classe	Victor F. Bernard	100	Paper	.50	William R. Jenkins "
Constructive Process for Learning German	Dreyspring	313	Cloth	1.25	Longmans, Green & Co., New York.
A Reading Book in Irish History	P. W. Joyce	220	"		" Macmillan Co.
Notes for Teachers of English Composition	G. R. Carpenter	29	"	.25	Scott, Foresman & Co., Chicago.
Economics and Industrial History	H. W. Thurston	300	"		" Wiley & Sons
A Manual of Laboratory Physics	Tory and Pitcher	288	"		"

Purification save in the flame of God's elevated law." A very pretty conception is that of Marie, the little girl, who smells with her mind.

The author of *The White Flame* is Mary A. Cornelius. The book bears the imprint of The Stockham Publishing Company, Chicago.

A very pretty dedication is this: "To seven young soldiers who struggle with savage lessons and fight bravely the battles of common every-day life—Warren, Kenneth, Gardner, Tommy, Peter Cooper, Charles, and Merle." These seven and many times seven more will be delighted with the story of "The Boy General," George Armstrong Custer, as told by his wife, Elizabeth B. Custer, and edited by Mary E. Burt. The best part of Mrs. Custer's three books, *Tenting on the Plains, Following the Guidon*, and *Boots and Saddles*, is given in a book of two hundred pages. Buffaloes and Indians are now nearly extinct in the Black hills region, but the memory of their undisputed dominion is still fresh, and the narrative of the Indian meets of the seventies seems almost to have a contemporary interest. A more wholesome and fascinating book than "The Boy General," could not be put in the hands of a class for supplementary reading. Its pages are full of examples of patriotism and fortitude. The lessons in manliness and unmanliness will prove to be worth far more than any formal instruction in good conduct. (Charles Scribner's Sons, New York.)

*In the Name of a Woman* is a romance of Bulgaria by A. W. Marchmont. The author leads us into the midst of the intrigues of the Russians for the control of affairs in that country. If told in relation to almost any other country the incidents would not seem real or even plausible, but in that turbulent land almost anything in the way of revolution, murder, and intrigue is likely to happen. The story opens with the killing of two men and from that time to the end the hero, Count Benderoff, has adventures without number—duels, battles, hair-breadth escapes, etc. There is a pretty love story connected with the plot, which is woven in with skill. The illustrations are by D. Murray Smith. (Frederick A. Stokes Company, New York.)

Bret Harte has not been much in the public eye of late years, but that he has not lost his gift for telling short stories is shown by *Under the Redwoods*, a small volume containing ten stories. These are mostly of that California life of mining

days that the author knows so well. The best stories in the book to our thinking are "The Youngest Miss Piper," "The Mermaid of Lighthouse Point," "How Reuben 'Saw Life' in San Francisco," and "A Widow of Santa Ana Valley." They have the dialect and the humor and the flavor of Harte's earlier stories. His characters are sailors, globe-trotters, Indians, Chinamen, and vagabonds, and some charming girls and women. His treatment of the subjects is interesting and original. (Houghton, Mifflin & Company, Boston and New York. Price, \$1.25.)

*The Silver Skull* is a romance of Italian life by that prince of story tellers S. R. Crockett. The scene is laid in Apulia and what is popularly known as the "heel of the boot." The author in his youth spent a great deal of time in Italy. There he became acquainted with the little wayside inns, the hill-set towns, the white farm houses, the brown shepherd shelters, the swarthy fisher folk, and other peasantry that have helped to make this volume picturesque and attractive. He then also heard for the first time of Ciro, the Priest with the Red Eyes, the Man of Seventeen Murders, and of the Vardarelli and other heroes of the South. He also had access to the papers to the niece of Gen. Richard Church, the Englishman who put down and brought to an end the famous Red Terror of Apulia. Much of the story is therefore based on a close study of facts. The tale of Ciro, the priest, is a popular epic of Southern Italy and it loses nothing in Mr. Crockett's telling. (Frederick A. Stokes Company, New York.)

Nowhere else can one find the best to be selected from the works of British authors in better shape or cheaper price than in Cassell's National Library, New Series. We find among recent volumes *Isaac Bickerstaff*, from Steele's "Tattler"; *Paradise Regained*, by John Milton; *Earlier Poems*, by Alexander Pope; *Crito and Phædo*, by Plato; *Johnson's Lives of the Poets*, (Butler, Denham, Dryden, etc.); *Measure for Measure*, by William Shakespeare. (Cassell & Company, Limited, 7 & 9 West Eighteenth street, New York. Price, 10 cents each; issued weekly, subscription price, \$5.00 per year.)

*The Shepherd's Calendar*, by Edmund Spenser is the issue of February 7 in the series of Cassell's National Library.

*Travels in England* by Paul Hentzner, who was a distinguished German lawyer of the sixteenth century, is the latest addition to Cassell's National Library series. (New York; Cassell & Company.)

#### Summer School Announcements.

Columbia University, New York, N. Y., July 8-Aug. 16.

New York University, summer courses, July 8-Aug. 16. Address Marshall S. Brown, University Heights, New York City.

Art Students' League, of New York, 215 West 57th street. Summer school, June 1-Oct. 1. Wm. St. John Harper, managing director.

New York State Department of Public Instruction, summer institute, Chautauqua, July 8-26, P. M. Hull, conductor; Thousand Island Park, July 8-26, C. A. Shaver, conductor.

Biological Laboratory of the Brooklyn Institute of Arts and Sciences, Cold Spring Harbor, Long Island, N. Y., July 3-Aug. 24. Address F. W. Hooper, 502 Fulton street, Brooklyn, N. Y., or C. B. Davenport, University of Chicago, Chicago, Ill.

Public Industrial Art School, Philadelphia, summer session at Saranac Lake, N. Y. Address J. Liberty Tadd, 319 N. 32nd street, Philadelphia, Pa.

Cornell University, summer school, Ithaca, N. Y., July 5-Aug. 16.

The New England Conservatory of Music, Boston, July 9-July 26.

American Institute of Normal Methods, summer schools: Conservatory of Music, Boston; Northwestern University, July 9-26. President, Edgar O. Silver, 29 E. 19th St., N. Y.

Harvard University, Summer School of Arts and Sciences, Cambridge, Mass., July 5-Aug. 15. J. L. Love, clerk.

Martha's Vineyard summer institute, Cottage City, Mass., July 9, terms of four and five weeks. W. A. Mowry, Hyde Park, Mass., president.

Dartmouth College summer school, July 5-Aug. 3. T. W. D. Worthen, director.

Yale University Summer School of Forestry, Milford, Pa. Address Prof. H. S.

Graves, New Haven, Conn.

Amherst College Library, Summer School of Library Economy, Amherst, Mass., July 15-Aug. 16. W. I. Fletcher,

Massachusetts State Normal School, Hyannis, Mass., July 9, W. A. Baldwin, principal.

Fryeburg, Me., school of methods, July 16-29. Address Rev. E. H. Abbott, Fryeburg, Me.

University of North Carolina, June 17-July 6.

Asheville, N. C., summer school and conservatory, July 5-Aug. 24. Geo. L. Hackney, secretary.

Virginia Summer School of Methods, Staunton, Va., July 1-July 26. E. C. Glass, conductor, Lynchburg, Va.

Mount Union College, Alliance, O., June 25-Aug. 9. J. L. Shunk, secretary.

Otterbein University, Westerville, O., June 18-July 30. T. J. Sanders, president.

Wooster University, summer school, Wooster, O., June 18-Aug. 9. John Howard Dickason, Nelson Sauvain, principals.

University of Michigan, summer session, Ann Arbor, June 24-Aug. 9. Address E. H. Mensel, Ann Arbor, Mich.

Ferris' summer school, Big Rapids, Mich., May 20-Aug. 3.

Benton Harbor College, Summer Session, Benton Harbor, Mich., May 27-Aug. 6. Prin. G. J. Edgcumbe.

Grand Rapids kindergarten association, Grand Rapids, Mich., July 5-August 30. Address: Clara Wheeler, 23 Fountain street, Grand Rapids, Mich.

Valparaiso College and Northern Indiana Normal College, Valparaiso, Ind., June 11-Aug. 8. H. B. Brown, president.

American Book Company, summer school of methods, Chicago, July 17-Aug. 2.

Armour Institute of Technology, Chicago, Ill., June 2-August 2. Address dean of the Technical College.

Illinois Medical College, summer school,

Chicago, Ill. H. H. Brown, M. D. Sec.

Northwestern University Women's Medical School, Chicago, Ill., July 2. Send for catalog "W."

Longwood summer school, Longwood, Chicago, Ill., August 5-August 23. Address 9333 Prospect ave., Longwood, Chicago.

National summer school, Chicago, Ill., July 8-20. Write Ginn & Co., 378 Wabash ave., Chicago.

Northern Illinois State Normal School, summer session, DeKalb, June 24-July 26.

Illinois State Normal University, Normal, Ill., summer session, June 10-July 19. Northern Illinois State Normal School, De Kalb, Ill., June 24-July 26.

Northwestern University, Evanston, Ill., July 9-July 26.

Galesburg, Ill., Kindergarten normal school, summer session, June 3-28. Radd A. Robertson, secretary.

Yellowstone Park, summer school. Address Mrs. J. M. Turner, Burlington, Wis.

State University of Iowa, Iowa City, summer session, June 17-July 27. Address dean of summer session, Iowa City.

Kansas State Normal, summer session, Emporia, June 6-August 7. Address Pres. A. R. Taylor, Emporia, Kas.

Ott summer school of oratory, Des Moines, Ia. Address E. A. Ott.

Campbell University, Holton, Kas., summer Latin school. Write D. H. Strong, principal.

Drake University, Des Moines, Ia., summer Latin school. Write Chas. O. Denny.

Dakota University, summer school and institute, Mitchell, S. D., June 19-July 23. Address W. I. Graham, Mitchell, S. D.

Standard School of Oratory, 1005 Steinway Hall, Chicago, Ill., July 1.

Virginia Summer School of Methods, Staunton, Va., July 1-6. E. C. Glass, conductor, Lynchburg, Va.

University of Minnesota, Minneapolis, June 24 to Aug. 2. D. S. Kiehle, conductor.

## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Township Warrants—Official Bond.

You can issue a "township warrant" for property, but if the property is never purchased no liability on the part of the township is created; nor is the issuing of such a warrant a breach of the official bond of the township trustee for which he and his sureties can be held liable. (State *Ex. rel.* vs. Andrew Chapman, Ind. App. C., March 22, 1901.)

#### Reversal of Direction to Build.

1. A judgment directing trustees to erect a school-house at a certain town is valid.

2. But suppose that there are two school trustees. One of them goes and purchases a piece of land without the knowledge and consent of the other. A direction to build upon such a piece of land is not valid. (Hendricks, trustee, *vs.* State *Ex. rel.* Robinson, Ind. S. C., April 3, 1901.)

#### Township Debt—Benefit—Interest.

A school township lacked \$500 of having necessary funds for completing a school-house which it needed and for which it had contracted. The trustee borrowed the money necessary and used it in paying for the completion of the building. Objections were raised to paying him for the courtesy on the ground that he had no legal authority to borrow money. He succeeded, however, in recovering from the township the amount he had loaned together with interest from the time it was actually used for the benefit of the township.

2. If there had been no evidence showing the date when the money was used for the township, the lender would have been entitled to interest only from the time of filing and not from the time the money was borrowed. (Whiteriver School Township *vs.* Darrell, Ind. App. C., Mich. 1901.)

#### Change of School Districts.

Once upon a time the inhabitants of a portion of an independent school district were unable to enjoy school advantages therein, by reason of a natural obstruction, in this case a stream without a bridge. It was held in the court that the county superintendent was justified in changing or attaching such a portion of the district to another district in the same township.

1. A certain county superintendent undertook to divide a school district. An injunction was put upon him and it was decided that it was sufficient to allege in general terms the existence of the school district, without alleging when and by whom it was established. (Anderson *vs.* Greene, Ky. S. C. 55 S. W. 420.)

#### Warrants and Orders.

It stands as a general principle that a county treasurer shall not pay out any money except on certificate or warrant of an officer who has been authorized to issue it and that, when he is in doubt as to the legality of any such order, he shall not pay it but shall make a report to the commissioner's court for direction. Yet this cannot be construed as applying to public school funds, for vouchers on such funds cannot be issued by the commissioner's court. It has no jurisdiction whatever over school funds. (Callier *vs.* Peacock, Tex. S. C., 54 S. W. 1025.)

#### Resignation of School Officers.

If you are a school trustee and want to resign you must do it in writing, according to the Kentucky statute, Sec. 1520. If you are appointed to succeed a trustee who has tendered only a verbal resignation, your appointment is void. Furthermore, if being appointed to succeed a trustee who has resigned only verbally, you undertake to select a site for a new school-house or to levy the school tax your action is not binding upon the community. (Davis *vs.* Connor, Ky. S. C., 52 S. W. 945.)

#### Action for Salary.

A person was appointed to teach a school at a stipulated salary per month. Soon after the term began, a contagious disease broke out which caused the school committee to close the school during the prevalence of the contagion. The teacher kept himself in readiness to resume work, at the request of the committee. The court decided that he was entitled to his salary for the period during which the school was closed.

2. A young person was engaged, before the opening of a term, to teach school in a certain town. She was looked over by the school committee and was examined. The committee authorized its chairman to sign the certificate required by law to be obtained in duplicate, one of which duplicates is to be deposited with the selectmen before any payment is made to the teacher. The chairman promised to give the certificate to the teacher before the opening of school. He failed to do so, alleging as an excuse that he did not obtain the certificate in duplicate, and that the certificate which he finally did get was not obtained and filed with the selectmen until two days after the school opened. The court held that this circumstance will not prevent the teacher from recovering compensation in an action against the town for services rendered after so obtaining and depositing the certificate. (Libby *vs.* Inhabitants of Douglass Mass., S. J. C. Jan., 1901.)

#### Effect of *Actus Dei* on Contract.

A teacher was regularly hired for ten months at \$130 per month. He began his duties Sept. 2 and continued until Dec. 10, when the school officers closed the school on account of the prevalence of smallpox and kept it closed until March 17. School was then re-opened and the plaintiff resumed his duties. Subsequently he was hired for the next year at an increased compensation. The district refused to pay him for the period of suspension, and he brought suit to recover. It was held that smallpox is not *Actus Dei* in such a sense as to excuse a school district from liability in case of a teacher's contract the performance of which the district has prevented by closing the school. The only *act of God*, which will release a district for the obligation of a contract is one which renders the performance of the conditions of the contract impossible. (Dewey *vs.* Union School Dist. of Alpena, Mich. S. C., 43, Mich. 48.)

#### A Truancy Law.

In the case of the state of Indiana *vs.* George Reeves, who was alleged to have violated the new truancy law, Judge Ely, of Petersburg, held that a suit cannot be filed against any violators of the truancy law until after the expiration of the school year. This ruling practically destroys the effect of the law. The matter will be taken to the supreme court of the state.

#### Vaccination and the Rights of School Children.

Judge Dunne, of the Cook county circuit court, Chicago, has rendered an opinion that school authorities have no right to exclude from the public schools children who have not been vaccinated, unless it is shown that the disease is so prevalent that rigid precautions must be taken.

#### Compulsory Law and Vaccination.

The school board of Valparaiso, Ind., passed an order requiring all school children to be vaccinated before they should enter school. A pupil of the schools was sent home because he had not been vaccinated. His father, John Moran, an avowed disbeliever in vaccination refused to submit the case to a physician and kept the boy at home. He was arrested for violating the truancy law. The case was bitterly contested before Judge John Gillett and the court discharged Moran, holding that the compulsory educational law could not be extended to cover such a case. This case will be carried to the supreme court of the state.

President Harper's plan for affiliating schools, colleges, and universities to the University of Chicago.



A sketch of what will happen when Dr. Harper hears of Buffalo Bill's plan of a college of military tactics.

**The School Journal,**  
NEW YORK AND CHICAGO.

WEEK ENDING MAY 4, 1901.

**Herbart's Lectures on Pedagogy.**

The appearance of a good English translation of Herbart's masterly *Umriss Paedagogischer Vorlesungen* is an event of extraordinary importance in the domain of educational literature. THE SCHOOL JOURNAL has long wished that this pedagogic classic might be made accessible to American students of education. A practical effort in this direction was the publication of translated extracts from the book in *Educational Foundations*. Thanks to Dr. Alexis F. Lange, of the University of California, who did the translating, to Prof. Charles De Garmo, of Cornell, who annotated the text and to the Macmillan Company who published the book, it is now to be had in a complete and attractive form, with the well chosen title, "Outlines of Educational Doctrine."

The translation is a most excellent one, surpassing in clearness and philosophic precision all attempts at the Englishing of Herbartian books thus far published, with the possible exception of Ostermann's "Interest." Every sentence reveals a careful weighing of terms and painstaking effort not to let metaphrasing obscure the sense. Those who know Herbart's peculiar use of technical terms, his singular punctuation, and his departure from the current meaning of common phrases which he employs to suit his own interpretation of their significance, will recognize somewhat the difficulty of the task completed by Dr. Lange.

The annotations by Professor De Garmo greatly enhance the value of the book, especially to students who read not from a purely historic interest, but with a desire for practical application of Herbart's ideas to present educational conditions. Professor De Garmo rightly places the social aspects of educational endeavor foremost. He is one of the leaders in the movement toward emphasizing the sociological principles of education. He is thoroly Herbartian in this, as his annotations in the "Outlines of Educational Doctrine" reveal.

Herbart broke away from the one-sided psychologico-individualistic view, which Rousseau's influence had brought into power at least in theory. Herbart's ideal man is a social, individual completely in harmony with himself (in moral insight and will), in harmony with society, and in harmony with his God. Some day the thought underlying his ethical foundations of education will be more fully understood, and then it will be more generally known why he made ethics a department of æsthetics. The sociological significance of the idea of harmony or harmonious relationships has not yet received the attention it ought to have and must get before long. Then it will no longer appear strange that Herbart regarded education and politics as the two great divisions of applied ethics.

However, it was not intended to enter upon a discussion of Herbartian pedagogics, but merely to call attention to the importance of Herbart's "Outlines of Educational Doctrine" which in its annotated English rendering is now easy of access to American students of education.

**Protection of Health at School.**

The hygienic problems connected with the conduct of the schools are receiving more and more attention. Laws are being adopted in the various states, indicative of a higher sense of responsibility on the part of citizens with regard to provisions for the protection of the health of children. Indiana and several other Western states have recently made the use of water-filters in public schools compulsory. This is a commendable step that ought to be taken elsewhere. Now that the warmer weather is approaching the need of pure water for the children's consumption

becomes imperative. Children should be allowed, yes encouraged, to drink a great deal of water, wherever a clean and pure supply is, or can be made available. Filters are as much a necessity as hygienic desks.

In this connection THE SCHOOL JOURNAL again insists that steps should be taken to bring the importance of care of the teeth properly before the pupils of the public schools. Neglected mouths are breeding stations for poisons and diseases, and the problem of ventilation is simply impossible of solution where foul breaths issuing from neglected mouths vitiate the air. In Minnesota, the State Dental Association has appointed a committee of four well-known dentists, of which Dr. W. N. Murray, of Minneapolis, is the chairman, to confer with the state educational association as to the best means of pushing the movement to a successful issue. This committee rightly says that "it is a positive and scientific fact that the dangers from contagious diseases will be lessened in a large degree if proper hygienic rules are observed with reference to the oral cavity. "Dental hygiene is of even greater importance in the school-room than the care of the eyes and ears. Difficulties and diseases of the latter organs affect as a rule only the possessor, while the disease-spreading breath of the uncared-for mouth is a menace to the health of others. This menace becomes especially threatening in the school-room where many must breathe the same air for hours together. Instruction in the care of the teeth must come to be a necessity. There are less important things in the school program that might be condensed to make room for it.

**The N. E. A. Convention City.**

The National Educational Association meeting to be held at Detroit this summer promises to be the largest and most enjoyable convention ever held. The local committee has ready for distribution a comprehensive booklet, containing numerous half-tones of views in and about Detroit, together with a large amount of historic and descriptive matter relating to points of interest in and about the city. It also gives detailed information concerning railroad fare, side trips, hotel and boarding-house accommodations. It will be sent on request by Mr. O. G. Frederick, chairman local executive committee N. E. A., Detroit, Mich.

The advantages of Detroit as a summer resort cannot be too loudly proclaimed. Situated as it is on a great waterway it offers every opportunity for enjoyable outings. The best ferry-boats in the world are operated on the Detroit river, plying daily to the famous St. Clair Flats, often called the Venice of America, with their club-houses, hotels, and cottages; to the lovely Belle Isle park; Toledo, Cleveland, Put-in Bay, and Port Huron.

The river near the city is lively and picturesque. During the summer season more vessels pass Detroit than those clearing Liverpool and London combined. It is said that there is an average of one boat, either passenger or freight, every five minutes.

The city itself is charming in summer with its shaded avenues and many small parks. More than one hundred conventions per year have been assembling in Detroit during the past decade. It is the ideal convention city.

The local committees of the N. E. A. are hard at work making preparations for the entertainment of a great throng of guests. They are composed of the following named persons:

General: James E. Scripps, Chairman; George H. Russell, Treas.; William H. Elliott, Chairman Finance Com.; Daniel J. Campau, Chairman Reception Com.; A. A. Schantz, Chairman Entertainment Com.; Hon. W. C. Maybury, Mayor; Wales C. Martindale, Supt. of Schools; E. F. Marschner, Pres. Board of Education; Oliver G. Frederick, Executive Secretary.

Executive: Oliver G. Frederick, Chairman; George

E. Parker; Helen W. McKerrow; Katharine M. Gartner; William A. Morse; Charles F. Adams; Elizabeth Courville; Clara B. Reekie; Fannie E. Boston; Wm. Avery Brush; W. F. Lyon, Information; B. A. Nolan, State Headquarters; Fred W. Moe, Exhibits; F. W. Latham, Printing and Publicity; C. F. Daniels, Entertainment and Accommodations; Maud A. Priest, Halls and Places of Meeting.

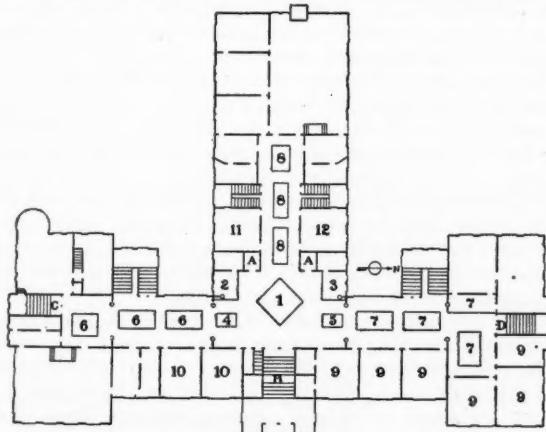
#### The Educational Exhibit.

The educational exhibit to be held in connection with the N. E. A. promises to be an exceptionally attractive one. Many exhibitors have already applied for space. The following are the rules and regulations adopted by the local committee:

1. Space is assigned to exhibitors conditionally, with the distinct understanding that it will be creditably filled by the applicant to the satisfaction of the Committee on Exhibits, and that nothing foreign to his own business will be permitted therein either for exhibition, sale, or free distribution, without written consent of the committee, nor will any exhibitor be permitted to transfer or dispose of the whole or any part of the space assigned to him for a valuable consideration or otherwise.

2. All goods shipped for purpose of exhibition should be plainly marked, "Educational Exhibit, Central High School Building, Detroit, Mich." and all articles placed on exhibition must remain until the close of the N. E. A. meeting.

3. All signs must be small, neatly printed or painted, and so placed as not to interfere with other exhibitors.



Ground Floor, Central High School Building.  
A.—Elevators. B.—Case Avenue Entrance. C.—Hancock Avenue Entrance.  
D.—Warren Avenue Entrance.  
See photograph of the building on page 479.

Any sign may be removed on order of the Committee on Exhibits, whenever, in its opinion, such sign does not conform to these requirements.

4. Each exhibitor must provide, at his own expense, all necessary structures, such as platforms, tables, showcases, shelves, etc., and particular care must be observed in their construction and disposition that no damage is done to the walls, pillars, or floors.

5. To insure proper consideration, all applications should be in the hands of the Committee on Exhibits by June 1, and about June 15 the committee will allot space to those whose applications have been decided upon favorably and notify them accordingly. Space will be allotted on applications received later than June 1, in the order of their acceptance by the committee, and applicants notified by mail, provided suitable space shall then be unassigned.

6. On and after June 22, exhibitors and their agents and workmen will be admitted to the building, and all goods intended for exhibition must be on the premises and properly displayed by July 7.

7. Any space assigned but not taken possession of by July 7 shall, at the discretion of the committee, be declared forfeited and reassigned to other exhibitors.

8. All assignments of space will be made with a view to enhance the harmony and effect of the whole exhibition and to insure equal rights to all exhibitors, and no more space will be assigned to any exhibitor than is necessary for the proper display of his goods. Changes as to position and space granted will be made as may be required for the better apportionment of space, which changes shall be entirely within the powers of the Committee on Exhibits.

9. The committee reserves the right to reject any application for space if deemed advisable for the best interests of the whole exhibit, and to cause the removal at any time of any exhibit, in whole or in part, from the building for such cause as may be satisfactory to said committee, with or without notice to the party or parties owning or in charge of the same.

10. At least one member of the Committee will be in attendance during the exhibition, and the Committee will render exhibitors all assistance in its power to facilitate proper installation of exhibits.

Exhibitors are requested to state location preferred and the Committee will, when possible, honor such preference; but the Committee reserves the right to locate exhibits wherever, in the judgment of the Committee, they will best contribute to the harmony and value of the whole exhibition.

The rule of the Committee in assigning space will be to award the more desirable locations to exhibitors whose applications are first received.

#### Fire Drills in Schools.

Senator Elsberg, who has been the father of several laudable legal measures affecting education in the state of New York, recently introduced a bill in the assembly which is now known as the fire-drill law. This makes it the duty of the principal or other person in charge of every public or private school or educational institution within the state, having more than 100 pupils to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time without confusion or panic. Such drills or rapid dismissals shall be held at least once in each month.

Neglect by any principal or other person in charge of any public or private school to comply with the provisions of the act shall be a misdemeanor, punishable at the discretion of the court by a fine not exceeding \$50. The fines collected under the law are to be paid to the pension fund of the local fire department, where there is such a fund. The provisions of the act do not apply to colleges or universities.

The public schools of New York city have so perfected the management of this necessary drill that a building having more than three thousand children in attendance can be emptied completely in from four to six minutes. A kinetoscopic illustration of its workings attracted special attention at the Paris Exposition and commended itself sufficiently to French and English directors of educational systems to be urged for adoption in their respective countries.

#### The School of Pedagogy Troubles.

It is unfortunate that the Council of New York University could not have taken prompt and resolute action with regard to the School of Pedagogy affair right after the newspapers were informed of the existence of dissension in the faculty. Every day of delay meant an increase of mischief. Dean Shaw's judicious and dignified silence was misconstrued in many ways. THE SCHOOL JOURNAL'S straightforward account of the really essential facts in the case was assailed with peremptory demands for retraction and threats of various sorts.

An open letter full of vituperative epithet and signed by Bernard Cronson, a school principal, and nine others

was sent to the Associated Press, *The Sun*, and others, to discredit the facts as presented in these columns while charging the editor with low motives. The animus, however, was so evident that the discriminative newspaper men would have nothing to do with it; only one afternoon paper whose column space is of little value saw fit to print it. Dogberry's ambition to be put on record is realized sometimes.

Not satisfied with direct and indirect assaults upon the editor indulged in by a few, one New York principal addressed a letter to the publishers, part of which is given here to show how thoroly motives can be misinterpreted if one tries very hard. In justice to his *confreres* in the city school system his initials are appended.

In your issue of THE SCHOOL JOURNAL of April 20, you published an article reeking with venom and malice against three of the professors in the University School of Pedagogy, besides slapping in the face a hundred of the foremost educators of this city who participated in a meeting of students. The men whom you permitted to be insulted are of such eminence and fame that your outrageous attack can only recoil upon yourself.

As I do not desire upon my table the publications of a house which will permit such vile slanders and whose ideas are so narrow and tendencies so mischievous, I desire to cancel my subscriptions to THE SCHOOL JOURNAL, *Educational Foundations, Our Times*, and *The Teachers' Institute*. H. N.

One charge, most persistently made by a few interested partisans is that THE SCHOOL JOURNAL's article was inspired by Dr. Shaw. This imputation is wholly and unqualifiedly false. Neither Dr. Shaw nor anyone else connected with the university had anything to do with the article. Dr. Shaw neither knew nor asked to know what THE SCHOOL JOURNAL would say, or whether it would say anything or not, concerning the affair. After the number of April 20 was printed he was informed by the publishers, at the editor's suggestion, that they would gladly place at his disposal, free of charge, as many copies as he would care to use for distribution. He chose to accept only a small number of copies and did not send out hundreds, as a few of his opponents made out. This gives an idea of the tactics employed to weaken if possible THE SCHOOL JOURNAL's disinterested efforts to sustain the institution.

To older readers it must seem strange that anyone could mistake the editorial solicitude for the School of Pedagogy. Is not the institution THE SCHOOL JOURNAL's own child? When Dr. Amos M. Kellogg, twenty-seven years ago, dedicated this periodical to educational reform, he had certain definite notions as to how the schools might be improved. Chief among these was his belief that the teacher must be a life-long student of education. The late Dr. Jerome Allen became associated with him in the editorial work because his convictions rested upon the same ideas. When the latter founded the School of Pedagogy it was THE SCHOOL JOURNAL which carried the news of the important departure to all parts of the educational field. A more complete history of the inception and development of the plan for the School of Pedagogy will be given in these columns either next week or the week following.

The University Council will take action on Monday next. What the outcome will be cannot be foretold with certainty, but so much appears certain—that the present administration will be fully sustained. Under the circumstances this is the only course the Council can take if the school is to win back the support of those of its friends who have been for many years most solicitous for its welfare, and who place the idea for which the institution stands, above personal considerations and private interests.

The meeting of the New York State Teachers' Association will be held in Buffalo this year, on July 5 and 6, instead of July 1, 2, and 3, as previously announced. The change of date, Secretary Searing writes, was made in order to avoid holding the session of the association on the same date as the Regents' Convocation. Mr.

John T. Nicholson, of New York city, is the president of the association.

#### Shall Agents be Admitted to the Schools?

The committee on by-laws and legislation of the Manhattan school board has submitted an amendment which bars from public schools all agents and canvassers. The action was undoubtedly intended to keep out petty canvassers who might prove to be an annoyance to principals and teachers, rather than the regular bookman and representatives of the school supply houses, tho this story is told of an incident which is said to be back of the measure:

A commissioner one day visited a school and asked to speak to the principal. An agent for a book house was talking to the principal. The school official, who was unknown, asked the agent if he might not have a few minutes with the principal.

"No. I'm talking with the principal, and we're busy," was the reply.

The commissioner walked around the block to cool off, and as he returned to the school, was met by the agent who was on his way out. The latter accosted him thus: "Who the deuce are you anyhow, to try to interfere with my business with the principal? Who are you?"

"Oh, just a commissioner of schools," was the answer. The agent fled.

The story is a good one, but the action taken by the committee must be regarded as very unfortunate. If it is enforced rigidly, as a similar regulation is enforced in Philadelphia, the principal is subjected to the annoyance of being disturbed at his home or his club, during the hours that are supposedly given over to freedom from professional cares. It is much better if the whole question of the times and places for meeting agents is left to the discretion of the individual principal. He is the man to decide whom to meet, whom not to see. If he is not competent to protect himself and his teachers from annoyance while admitting those who have legitimate business in the school, then he is not fit to be principal. He ought to have the authority to arrange a definite time in the program of the week at which he will be able and willing to look over new books and apparatus.

The committee is mistaken if it supposes that this regulation is anything the principals are anxious for. On the contrary the live headmaster of to-day knows that it is greatly to his advantage to listen to the exposition and argument of skilful special pleaders from the publishing houses. He can readily discern the character of a book from the explanation made by a well-informed agent and thereby be saved the labor of detailed examination of any books but those he is willing to consider seriously with a view of adoption. The agent, like the publisher, is simply an economical medium of exchange between the author and the user.

The new regulation runs counter directly to the home rule principle which is supposed to prevail in New York city education. It imposes an unnecessary restriction upon the authority of the principal.

Prin. Magnus Gross has been elected president of the New York City Teachers' Association, in place of Prin. William L. Ettinger, who declined renomination. The heroic methods of both men in promoting the interests of New York city teachers are well-known.

The genial, whole-souled Supt. James M. Greenwood, of Kansas City, Mo., will give a series of lectures at the Marthas Vineyard Summer Institute this year. He has chosen the characteristic topic of "Common Sense in Education."

Just as THE JOURNAL goes to press, the news of the re-election of Supt. Edwin G. Cooley, of the schools of Chicago has been received.

## Educational Outlook.

### Rules Concerning Contagious Diseases.

NEW ORLEANS, LA.—There has been such prevalence of contagious diseases among school children this winter that the rules recently adopted by our board of education may prove suggestive. These rules cover the following points:

Whenever it becomes known to principals of schools that a contagious disease prevails in a house where a pupil lives, such pupil shall immediately be excluded from school and report of same made to the superintendent, and he shall at once notify the city board of health.

In case the illness of a pupil shall be due to a serious infectious and contagious disease, such pupil shall not be allowed to return to school without a certificate from the board of health of proper disinfection of the pupil's residence, and a certificate from the attending physician that the child has fully recovered, and that his return to school is safe and proper: provided that the said certificates must be first submitted to the superintendent, and the pupil's return to school approved by him.

Whenever any teacher or public school pupil shall be reported as having contracted a contagious disease the superintendent shall certify that fact to the city board of health, and the school-house and premises shall be disinfected if, in the opinion of the city board of health, such disinfection be necessary; provided that no expense for said inspection or disinfection shall be borne by the school board.

### The Odebolt System of Grading.

Supt. Thomas B. Hutton, of Odebolt, Iowa, has made an interesting contribution to the subject of grading. His pamphlet on the two-course system ought to be in the hands of all superintendents.

Briefly stated, the Odebolt plan is this: The division of the year into six-week intervals is taken as the starting-point. It has been demonstrated that with this interval many pupils can complete the work of the grades in six years, many others in seven or eight years, while a few must take nine years. The conclusion reached is that children should have opportunity to complete the course in six, seven, eight, or nine years, according to their ability. With this end in view the Odebolt classes have been so graded by means of two courses of study as to come together at different points of the course, allowing pupils at these points to be transferred from one course to the other without loss of any work whatever. In addition the intervals between classes are so short as to permit transfers practically at any time. This course is now in action and is found to run admirably.

The years in the nine-year course are designated by numerals, those in the six-year course by letters. Grades 1 and A begin the lowest primary work together. Grades 3 and B complete this work. Grades 4 and C begin the intermediate work which 6 and D complete. Grades 7 and E begin the grammar work which 9 and F complete.

Upon entrance to the school in the primary department, pupils are kept together for a month or six weeks and then divided into two divisions, according to the evidence of their general ability. Much time is devoted during the first month to the mental and physical characteristics of the pupils, and the more common child study tests are brought into use. Conferences with parents are also helpful.

All pupils do not show the same comparative ability at different ages, for a pupil may be naturally slow during the first three years of school life but may develop with rapidity later. Hence he may be transferred from grade 3 to grade C; or, the conditions being the reverse, he might be transferred from grade B to grade 4. The same conditions hold true with pupils in grades 6 and D. Hence pupils may be transferred at these points from one course to the other without loss or repetition of any of the work whatever, and may continue from that point at a more rapid rate or at a slower rate, according to ability.

The points of division above mentioned are not the only opportunities for transfer. The work of the two parallel courses is so ingeniously planned that short intervals exist and pupils can, in case it appears advisable, be shifted back and forth with very little inconvenience. As soon as the work of a grade becomes too hard or too easy for a pupil he is placed in a grade better suited to his abilities. The course of study is thus adapted to the needs of individual pupils, and no additional teaching faculty is required.

### Histories for California.

SAN FRANCISCO, CAL.—At the suggestion of President Wheeler, the California state board of education has issued the following circular:

"The board of education desires the use of the plates of text-books on American history—one for use in the grammar schools and one for use in primary schools. The board expects these plates to remain the property of the publishers, and to be placed in the hands of the state printer at Sacramento at the cost and risk of the publisher. For the use of the plates and the copyrighted matter which they represent the board expects to pay to the publishers thirty cents on the dollar, retail list price, for each volume printed and sold by the state. In making the request that you lay before us for open competition such book or books as you may have in your lists and

may deem suited to our purpose, we beg to suggest that all representation concerning the character and merit of the books in question should be made in written or printed form and not by personal interview.

"The persons below have been appointed a committee to read, examine, and give to the state board their opinion of the different histories which may be submitted for adoption, and to them you are invited to send your publications on grammar school and primary United States history:

"Dr. K. C. Babcock, Berkeley; Mrs. Rose V. Winterburn, Stockton; W. F. Bliss, San Diego state normal; E. I. Miller, San Jose normal; Miss Agnes E. Howe, San Jose; E. M. Cox, Santa Rosa; Richard D. Faulkner, Franklin grammar, San Francisco.

"Reports of the committee are to be considered by the state board at a meeting to be held May 6."

### Appointed to the Philippines.

Prin. Ide Sargent, of Paterson, N. J., has been offered the position of supervisor of English in the United States public schools in the Philippines. It is also reported that Supt. Atkinson has lately offered a place to Mr. Alexis E. Frye, lately superintendent in Cuba. Other prominent appointees to date are: Mr. Mason S. Stone, ex-state superintendent, Vermont; Prof. J. E. Lough, Wisconsin state normal school; Prof. E. B. Bryan, Indiana university; Prof. J. N. Deahl, Grafton, W. Va.; Prof. J. G. H. Keith, Illinois state normal school; Prof. John A. Hancock, Leland Stanford, Jr., university; Prof. S. C. Newson, Indianapolis; Prof. W. H. Smith, Binghamton, N. Y.; Prof. Barker Sherman, Medford, Mass.; Prof. J. H. Harris, Bay City, Mich.; Prof. E. C. Moore, University of California; Prof. J. J. Eaton, Fitchburg, Mass.; Prof. M. H. Small, Passaic, N. J.; Prof. R. Gleason, Oakland, Cal.; Prof. C. H. Yates, New York city; Messrs. J. W. Gilmore and J. N. Laumann, Cornell university.

School supplies, amounting to about twenty carloads have been shipped to Manila.

### Massachusetts Classical and High School Teachers.

BOSTON, MASS.—The thirty-fourth annual meeting of the Massachusetts Association of Classical and High School Teachers was held on April 20 at the Boston university law school, Prin. George L. Baxter, of the Somerville Latin high school, presiding.

Mr. Arthur W. Roberts, of the Brookline high school, presented a paper on "Athletics—School and College—Boys and Girls." He said that athletics are here to stay, altho they are not an unmixed good. They furnish the exercise which is just as necessary in the way of working off surplus energy as is food, and for securing the fine physical development necessary for the sound body. But the assertion sometimes made that the men who excel in athletics have the best minds, is not true. So a proper check should be put upon excessive physical training. The primary purpose of the school is mental development, and athletics should be made secondary. But at present all popular schools have their hangers on, because they like the aroma of athletics, who can never hope to participate in the public play. Because the athletes are so few, those who have real skill and strength are required to play in so many teams as to cover their time and seriously interfere with the proper school business. Then study becomes either a secondary consideration, or positively injurious thru fatigue. Many men are forced into college against their natural inclination and contrary to their real interest because they are needed for football or baseball teams. As an illustration, a boy who excelled in athletics in the high school was unable to pass the entrance examination to college, yet he presented himself to a well-known college for admission. His father explained that "he was at the head of his class in football and baseball, but he is a little rusty in his studies." He was admitted *without hesitation, without examination*. Athletics should be retained, but as secondary to real study.

Mr. Edward R. Goodwin, principal of the Classical high school, Worcester, held that we ought to take hold of the tremendous force found in the boy, that is bound to escape in some way, and make that an aid in his all-round development. This is the real function of the gymnasium and of athletics in the training. All this requires control and direction. Hence all forms of athletic work, whether for boys or for girls, should be completely under the direction of the school authorities and kept within the safe limit. Under these conditions physical training can be made to contribute to the intellectual work of the school.

Later in the day Mr. William F. Bradbury, head master of the Latin school, Cambridge, resumed the discussion, particularly pointing out the evils attendant upon the present condition of athletics in schools, and to a lesser extent in the colleges. These are found mainly in the continued membership of those lacking all scholarship, simply for membership in the various teams, and in stimulating a coarse spirit in the whole school. This demoralizes scholarship, and even worse, is a distinct moral injury. He quoted largely from President Eliot's reports to the board of overseers of Harvard university, showing the wrong tendency in that institution, and he emphasized the false place which athletics have secured by showing that the games scheduled for the month of May, in the leading schools are so many as to preclude all study on the

part of those engaged in them. Even the girls in these schools are injured, for they enter into basket ball in such a way as to result in physical deterioration.

Mr. Burton J. Legate, of the Hopkinson school, Boston, read a paper on "The New Definitions for Admission to College," considering Harvard, of course. His discussion was built upon the foundation of the limitation which comes from the inability of the boy of fifteen or sixteen to acquire and assimilate more than a certain definite amount of any or all subjects. From this he proceeded to consider the new requirements as a whole, showing that in general appearance they stand just as the old. But when they come to be examined in detail, really the best part of a year must be added to the time required in preparation. This is found in a general adding to all subjects in the elementary, and in making the advanced more severe. The relative value of Cicero and Vergil is wrong. So also solid geometry should stand apart from plane.

Mr. Max Benshimal, of Cambridge Latin school, then considered the requirements in detail. He objected to the changing of the counting, and more than that, a second modern language, even if pursued for three years, does not count towards entrance. But the gravest fault is that while not pretending to increase the requirements, there is a general added severity everywhere.

Prof. E. H. Hall, of Harvard university, said that it was not the intention of the faculty to increase the work required in preparation, in adopting the new requirements. Yet the professors in charge of nearly every department had expressed themselves as having gained something by the change. He would like to know whether, on the whole, the work had been increased. So he asked the opinion of the teachers, so far as they could judge from the experience so far with these requirements, whether they were harder than the old. Fifty-six voted that they consider them so, and only two that they do not; but only rather more than one-half of those present voted either way.

After a lunch in one of the lecture rooms, Mr. Charles F. Harper, principal of the high school, Quincy, gave a very interesting account of the new arrangement of the program which he has used for the last two years. He divides the time of the school session into four equal periods of sixty-five minutes each, and he gives the classes two subjects only in each day, with study period of the same length between. Then each pupil's studies alternate in days thruout the year. Some subjects, as Latin, are pursued during the year; others occupy only a part of the year and are succeeded by others. The time of the recitation is given partly to a recitation as a whole; then the division is subdivided, a part set to study some lines of the subject more extendedly, while the teacher drills the

others on points which they especially need; and at the end actually giving some of them individual instruction. The result has been increased interest on the part of the pupils, and greater progress, particularly with those of superior ability, and also with those likely to fall behind, who need the most personal attention.

The discussion which followed showed that most of the teachers consider the old method better. A similar plan was tried at Holyoke with marked success under one principal, but was abandoned as a total failure under a new head. Clearly, the teacher is everything in the school, rather than the program, which Mr. Harper claimed as of greater importance.

Rev. Samuel M. Crothers, of Cambridge, gave a very interesting lecture upon the "Moral Influence of the Study of History." He said that the most important element in all instruction is the effect which it will produce upon the citizen of the future. Training should develop the power to form a practical moral judgment. History, above all other branches, is calculated to do this. The teacher should lead the pupil to place himself at the point of view of the period studied, and then he should see that the statesman of the period had to choose between two courses and chose the better. In many instances the very act in itself seems cruel and repulsive as we see it. Samuel hewing Agag to pieces before the Lord leads almost to despising Samuel, when in reality the question was whether Samuel should hew Agag to pieces, or Agag should hew Samuel to pieces, and Samuel was the better man. So all thru history.

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 June 27-29.—Eastern Manual Training Teachers' Association, Buffalo.  
 July 1-3.—New York State Teachers' Association, Buffalo.  
 July 1-3.—New York Society for Child Study, Buffalo.  
 July 2-4.—Pennsylvania Educational Association, Philadelphia.  
 July 5-9.—American Institute of Instruction, Saratoga.  
 July 8-12.—National Educational Association, Detroit.  
 Sept. 3-4.—New Jersey State Association of School Commissioners and Superintendents, Lakewood.  
 Oct. 16-18.—New York State Association of School Boards, Auburn.  
 Nov. 29-30.—Massachusetts State Teachers' Association, Worcester.

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## In and Around New York City.

*Hoi Scholastikoi* held their fifth annual dinner at the Savoy, April 27. Mr. Thomas W. Churchill, president of the society, served as toastmaster. The guest of the evening was Mr. Edmund Clarence Stedman. He was in a manner introduced by Mr. Hamilton Wright Mabie, who spoke on "The Poet of America" and in the course of his address praised Mr. Stedman for his adherence to ideals in the midst of commercial surroundings.

Mr. Stedman's own address, which was entitled *Præterita*, dealt largely with the school boy as seen by the business man. The point was made that the office boy is the test of the elementary schools. He generally turns out well after a few years of service, but at the age when he goes to work he has a handwriting that is not clearly formed, spelling that is not even tolerable, and an extraordinary proficiency in wrong pronunciation and bad grammar. One of the greatest needs of the public schools, as it would seem to an outsider, is more attention than has ever been paid to the use of language.

Other speakers were Mr. F. W. Halsey, editor of the *Times Saturday Review*, John Jerome Rooney, and Corporation Counsel John Whalen.

Dr. W. L. Ettinger, in his "Test of a Teacher," made a ringing denunciation of the licensing system. He pleaded for a return to normal conditions, under which teachers are not condemned as deficient unless constantly stimulated by tests; for honest work in the class-room and honest preparation for that work, as against so many hours per week, so many weeks per term, passed perforce in universities or in summer institutes as a *sine qua non* of advancement.

The history department of the Grand street annex of the Weddington high school will give an exhibition of its work, Monday, May 6, from two to six P. M.

## Educational Aftermath.

A lecture by Mr. George White, for many years connected with the public schools of New York, was announced for April 25. It will be a pleasure to those who had other engagements for that evening, and to all friends of Mr. White, to know that the lecture has been postponed to the evening of May 9. It will be given at Lenox Lyceum, Madison ave. and 59th street, beginning at 8:15 o'clock. Subject, "The Educational Aftermath." Seats can be reserved by applying to Mr. White at

his residence 1039 Lexington ave., or at the hall on the night of the lecture. General admission 50 cents, reserved seats \$1.00, seats in boxes, \$2.00.

## The School Community Plan Again.

"The School as a Social Center" has a large company of advocates in the Male Teachers' Association at whose monthly dinner, April 20, the topic was discussed. Mr. George H. Chatfield, president of the association, acted as toastmaster. The first speaker of the evening was Mr. S. T. Dutton, of Teachers college. Mr. Dutton said that the higher life of the city, in his opinion, demanded that the school be turned into a social center as well as a place of instruction. The social value of the school can be developed thru the interest that parents take in their children. Teachers can well afford to give more time to bringing the home and school into closer relationship. The initial step is to give the child more careful, considerate treatment, such treatment as will make him go home with a feeling of joyfulness and of gratitude toward the school.

Commissioner Abraham Stern, who followed Mr. Dutton, believes that the schools should be given back to the people from whom they have been more or less taken. They were organized for the people themselves. Well might the clubs of a neighborhood be connected with its school and held in the school building. Literature, social, graduate, and the various other clubs should be in close touch with the school, and help to make that school a community center.

Mr. Joseph A. Haniphy, of Public School No. 147, made a fine oration on the democratic principles underlying the public school.

Editor O. H. Lang, of THE SCHOOL JOURNAL, continued the discussion showing the great possibilities in the school community plan.

Mr. I. E. Goldwasser gave a most interesting account of the socializing effect of a school newspaper started by his pupils. THE SCHOOL JOURNAL hopes to have, in the near future, a full presentation of the ideals behind the enterprise and the encouraging results already achieved.

Mr. Beverley A. Smith gave a brief talk on the moral mission of the teacher, and the high conception he ought to hold of his calling and his duties.

The Male Teachers' Glee club, under the direction of Mr. Harry Millspaugh, of Public School 49, added greatly to the enjoyment of the evening.

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## Ideals and Methods of Manual Training.

The last meeting of the New York society for the study of class-room problems was devoted to discussion of "Object Drawing, Design, and Constructive Work." The speakers were Dr. James P. Haney, supervisor of manual training, and Dr. Albert P. Marble, associate superintendent of schools.

Dr. Haney said in part: "The catch-words of the philosophy of the new education are known to all of us: the necessity of presenting the real before its symbol, the concrete before the abstract, the need of sense training, and the importance of developing all the child's powers, making him a creative and self-active being. To the value of the ideas represented by these words the class teacher readily assents. To her, however, is presented the problem of resolving the ideas from the nebula of the seminaria lectures into the fixed stars of class-room procedure. She must determine how pedagogic doctrine is to be squared with pedagogic practice.

The class teacher in her early dealings with the special subjects, drawing, design, and constructive work, is apt to be hampered by a lack of technical skill. This skill appears to be directly concerned in the evolution of the finished product; often comes, therefore, to take precedence over the ideas and theories which were responsible for the introduction of the special subjects into the curriculum. This is but another way of saying that in the class-room the exercise rises in importance at the expense of the child. Results and not power are aimed at and the special subject designed to free the child and his activities becomes but a means of repressing him—becomes another lesson to be "done." This exaltation of the result—the placing of the work before the child—has been the greatest bar to the educational acceptance and the educational advancement of the manual art in the elementary schools.

The question of technique is by no means a difficult one, for elementary class work the knowledge required may readily be gained by the teacher. The point to be constantly kept before her is that the technique is but a means to an end, never the end itself. The questions she must ever ask herself are "How much of this result is mine; how much is the child's?" "Is this his judgment or is it mine?" "Have I shown him what he should have determined for himself?" "Am I giving power, or am I exacting only obedience to a command?"

Drawing from the object is taught that the child may learn to see, to judge, and to record his judgments. That he may learn to see he must learn to look. All the energy of the teacher must be concentrated upon this point. Devices may aid; he may turn his model, raise and lower it, telling of the

change of appearance; he may trace the line on the model with his finger, trace it again in the air, show where it will appear on paper. To do these things he must look and must judge for himself. After the teacher has satisfied herself that he has looked and judged, he should be permitted to draw, but not a moment before. The first line determines the size of his drawing. On the first line, therefore, and its correctness, the lesson largely turns. But the line must be his in both its placing and its length, never the result of the teacher's dictation. This is alike true for grammar pupil and little primary child.

The drawing models should be real things—flat forms, flags, leaves, etc., for the smaller children, blocks and familiar forms for their older brothers and sisters. Of the solids the simple geometric blocks as individual models are by far the most useful. They are inexpensive and are to be obtained in quantity. With them the problem may be infinitely varied but always presented in the same form to each child in the class. Were the motive of the lesson the securing of pretty drawings one might elect to draw from what are by some termed "interesting" models. One must be prepared to accept from the small pupils badly drawn baskets, umbrellas, pitchers, and vase forms. The interesting model has as a rule but a sorry interest for one whose aim is to teach her pupils to see, one who knows that unless the teaching is honestly done and the power early gotten, it will never be acquired. Says an observer of experience "it is my judgment that pupils in the drawing classes of training, high, and normal schools, who have not been taught how to draw in the elementary schools, do not learn later." The aphorism of twig and tree is old.

Preparation on the teacher's part for a lesson in drawing is as essential to success as in any other lesson. The teacher should solve for herself the problem in advance that she may realize its difficulties and so be able by her analysis to lead to its solution by the class. She should also assure herself by inspection from the seats of different pupils that the model appears to them as she intends that it shall appear. This of course applies to cases where individual models are not employed.

First in the order of importance of the points to be developed is the question of the size of the drawing. No matter what the size of the model it must properly fill the paper. The paper determines the size, the model determines the shape. The proportions of the model must next be examined, and the tentative sketches on the paper tested as to their correctness. The exact direction of the various lines should then receive consideration, and lastly, emphasis should be laid upon freedom of execution. Technical excellence in rendering can only



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be gotten thru drills. These need not be long and can be introduced just before the drawing is completed.

The teacher must bear in mind, however, that correct proportions and directions are the points immediately dependent upon correct seeing. No drawing is good or praiseworthy in which the individual effort of the pupil to see, compare, and record, has been sacrificed to prettiness or to fine finish. The elaborately shaded exercise, ill seen and therefore badly drawn, is worse than worthless; it is a positive hindrance to the development of the child who has made it.

Design is taught that the child may be made conscious of the existence in the forms of art of that which it has been said cannot be taught,—namely, taste; taste as appearing in arrangement, placing, spacing, and the use of color. Design is the basis of so many arts and crafts that properly taught it lays the foundation not of any one industry, but of an appreciation of the laws of beauty and harmony which cannot but be of value in all. Thru it is to be found an approach to the world of culture on the one hand, the world of skill upon the other. It has a part to play in the education of both scholars and artist-artisans.

The problem in design offered to the child must be simple and definite. The pupil must be responsible for but one thing—the decorative element. In such element his originality must have its opportunity. The primary child may devise but a single spot or two. For him the arrangement is decided. He has but to invent the unit to be repeated. The older children may modify the outlines of given masses, the still more advanced may invent the spots or masses themselves, using the suggestions offered by floral forms.

With the design simple, and the beauty of arrangement dependent upon the refinement of three or four lines or masses, the class teacher has opportunity offered to her to make intelligible and helpful criticism. If, however, the problem has been baldly given to the pupils in the general terms "make a design for this or that," the results are so diverse that analysis and class criticism become impossible. Design is necessarily imitative. Good examples should be shown but not so that they may be directly copied.

The technical difficulties connected with the choice and handling of color in treating the designs are to be met by reference to the rule which holds good in all manual occupations, to wit—that the pupil must take but one step at a time and not one without knowing exactly what is its purpose, its beginning and its end. "A line practiced before a line executed"—this will help over many a stile.

This rule will hold good in the lessons in constructive work. This work is designed to familiarize the child with the use of simple tools and to cultivate in him a neatness and dexterity in the handling of delicate materials—precision in manipulation not to be acquired otherwise. The necessity of individual work insisted upon in the other subjects is not to be ignored here. The desired precision in handling once attained, the opportunity for original work should be offered. Here the design and constructive work are closely related. The child plans that which he desired to make, whether it be string winder of card, or bracket or footstool in wood. This planning of the problem to be executed is essential to the proper development of the manual training idea. The idea teaches that the child must not only learn to solve problems, but must learn to devise problems to be solved. This is self-creative activity, and self-creative activity is the basis of all that is embraced in that sad misnomer "manual training."

Manual training taught merely to secure results in finished drawings or models or even to secure mere dexterity and technical skill is but a mockery. Such teaching glorifies the means and obscures the end. The end is the development of the child. The teacher who usurps the place of the child will never attain this end thru manual training or any other subject. Some think the mere words manual training a shibboleth—pass word to the royal road to knowledge. Surely manual training as such is but a strand that aids to suspend the bridge which leads from ignorance to knowledge. Its strength lies in the honesty of the teacher who seeks thru the child's love of doing to develop in him the power of learning how to learn. Some studies give this power in one form, some in another. Good teaching in manual training is as essential to the realization of the idea of creative self activity, as it is essential in all other branches of the curriculum.

#### Kraus Alumni Kindergarten Association.

The Kraus Alumni Kindergarten Association held its April meeting Saturday morning, April 27, at the Hotel San Remo.

The reports of the convention of the International Kindergarten Union at Chicago took the place of the usual lecture. Pres. Chas. F. Pashley, the chairman, introduced the delegates and others, their names and respective subjects being as follows:

Report from delegate, Miss Anna E. Harvey; round table on supervision, Miss Fannie Curtis; extracts from Col. Parker's address, Mr. E. Steiger, Jr.; the meeting at Hull House, Miss Caroline T. Haven; training teachers' conference,

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At the close of this program a dancing game and a song introducing a new game were taught by Miss Elizabeth Demarest.

## Chicago News Items.

### Pension Fund Bill.

CHICAGO, ILL.—The teachers of this city have at last combined on the essentials of a new pension law and the educational committee of the legislature has reported the combination measure for passage. The new bill contains the optional clause for which so many teachers have fought. This fight practically killed the compulsory law at first proposed by the Chicago Teachers' Federation. The bill recommended by the educational committee provides for the raising of a pension fund as follows:

"An amount not exceeding one per cent. of the salaries paid to teachers and school employees, which amount shall be deducted in equal installments from said salaries at the regular time for the payment of such salaries.

"All moneys received from donations, legacies, gifts, bequests, or otherwise on account of said fund.

"All moneys which may be derived from any and all sources; provided, however, that no tax shall ever be levied for said fund. In all cities having a population of 100,000 or more, in which there is or may be established a public school teachers', and a public school employees' pension and retirement fund, in addition to the moneys now provided to be set apart for such fund, one-half of all the moneys received by such city from persons or corporations owning or operating street railroads or elevated railroads for license fees, and for compensation for ordinance or contract rights acquired by such persons or corporations by ordinance from such city, shall be set apart for the purpose of increasing such fund, and used for the purpose of such fund only.

"Any public school teacher or public school employee, a part of whose salary is now or may hereafter be set apart to provide for the fund herein created by this act, may be released from the necessities of making further payments to said fund by filing a written notice of his or her desire to withdraw."

### Graduation Exercises at School.

The senior class of the Hyde Park high school has with-

drawn its petition to the board of education for the use of the Auditorium theater for commencement day and the withdrawal signifies the end of a fierce fight which has been carried on for two weeks. The assembly room of the school will accommodate about 325 persons, and the graduating class this year numbers 230. The board of education passed a rule that spectacular exercises should be abolished because the poorer children could not afford the consequent expense.

### Items From About Town.

At a meeting of the Central Council Monday the members decided in favor of abolishing the separate study of geography in the first three grades of the primary schools, but urged that geography, history, and other studies should be constantly connected and correlated. The council consists of teachers in the public schools, selected from the fourteen district councils and the high school council.

The autocratic school janitor, who is said to own the public school buildings and run them for himself according to Mrs. Lucy L. Flower, of the state board of education, has been ordered to work by the Chicago board of education. In connection with the preparation for commencement exercises the janitors have usually disdained to do anything. They have made requisitions for help. This year each school will get only one carpenter and the haughty janitor will have to take his coat off.

A new college for the north side to replace Mrs. Emmons Blaine's school, known as the Chicago institute, of which Col. F. W. Parker is the president, is soon to be erected. The Chicago institute is to be merged in the University of Chicago. The new school is to be supported by wealthy north side residents. It will be known as the North Side School of Education, and will embrace departments in the science and art of education, nature study, mathematics, home economics, manual and physical training, and the usual rudimentary instruction.

Several German societies have united in a declaration that the protest made by certain German Catholic and Lutheran societies against the introduction of free text-books does not represent the sentiment of the more progressive German elements of Chicago. They announce themselves as favoring emphatically the plan of free text-books.

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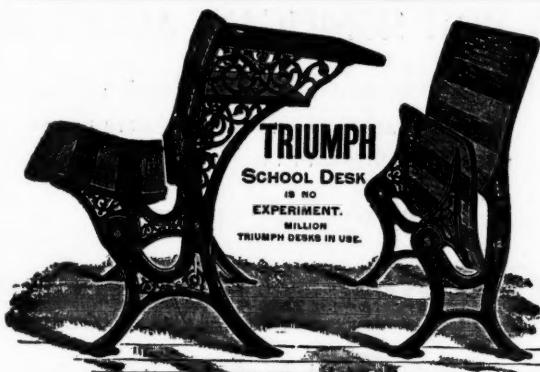
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## New England Notes.

(See also the reports of the New England History Teachers' Association and the Massachusetts Association of Classical and High School Teachers, on page 493.)

BOSTON, MASS.—At the meeting of the school board April 23, \$1,000 was appropriated for a series of evening lectures in the school halls, for the benefit of the pupils of the evening schools.

FRYEBURG, ME.—About one hundred books have been added to the library of Fryeburg academy, some new pieces of apparatus have been placed in the laboratory, and about \$1,000 added to the general fund. A committee has been appointed to compile a complete list of the old students, which number some two thousand, and so make a continuous history of the school since its foundation in 1791.

CAMBRIDGE, MASS.—President Eliot has returned from his vacation and rest in Bermuda, and he has been enthusiastically received by both professors and students. An informal reception was given him in the parlors of Brooks House on the evening of April 26. Mrs. Shaler, Mrs. Pickering, and Mrs. Smith assisted in receiving, and representatives of all departments of the university were present and expressed their joy at the president's return.

WORCESTER, MASS.—Dr. Edmund A. Engler, professor of mathematics in Washington university, St. Louis, has been elected president of the Worcester Polytechnic institute, to succeed Dr. T. C. Mendenhall, who retires at the end of the present year. Dr. Engler is a native of St. Louis, and was graduated from Washington university in 1875, receiving the degree of A.M. in 1879, and of Ph.D. in 1892. He became professor of mathematics in 1881, and dean of the School of Engineering in 1896. While his specialty is mathematics, he is an excellent classical scholar and speaks French and German with ease. He has traveled much in Europe and is familiar with educational institutions both of this country and Europe.

ORANGE, MASS.—Mr. Edward Dixon, of West Brookfield, has been elected superintendent of schools here. He has been superintendent of the schools of West Brookfield, Sturbridge, and New Braintree for the past ten years. He will begin his duties at Orange in September. Arthur Webster, principal of the Orange high school, has been elected superintendent of the schools of Erving, Wendell, Shutesbury, and Leverett.

STRATHAM, N. H.—Mr. G. O. Wiggin, formerly of this town, and a graduate of the Exeter, N. H., high school, has been ap-

pointed astronomer to the National observatory in Cordoba, Argentine Republic. Mr. Wiggin went to South America as a civil engineer soon after his graduation, and he handled many large enterprises successfully.

PROVIDENCE, R. I.—Mr. Fred Gowing, principal of the Rhode Island normal school, has resigned to engage in business with one of the large publishing houses. Mr. Gowing was formerly superintendent of schools at Nashua, N. H., and later state superintendent of that state. In his work in the normal school he has been very successful.

BANGOR, ME.—Miss Mary S. Snow has resigned from the superintendency. Miss Snow has been connected with Bangor schools as teacher, member of the committee, and superintendent for more than twenty years, and has brought them to a high standard of efficiency. She has been away on leave of absence for a year and it was hoped that she would feel able to return in the fall to her post of duty, but she has finally decided to leave for good. Prin. C. E. Tilton has been doing the work of the superintendent during her absence.

WORCESTER, MASS.—Patriots' day was appropriately observed at both the high schools. The programs contained addresses by Dr. Willard Scott, Rev. Frank L. Phalen, George F. Brooks, of the school board, and Edgar E. Thompson, principal of the Ledge street school. Patriotic selections and music were rendered by the schools, in which the events of Concord and Lexington were given due prominence.

HADLEY, MASS.—Mr. William H. Cummings is the newly elected superintendent of the Hadley, Hatfield, and Bernardston district. Mr. Cummings is a native of Canada, a graduate of Dartmouth, and has had large experience in high school and supervisory work. His last position was at Homer, N. Y.

PAWTUCKET, R. I.—Supt. Henry D. Hervey has been re-elected for a term of one year, beginning Aug. 1, 1901, at \$2,600, an increase of \$100.

BURLINGTON, VT.—Mr. Albert W. Varney has been elected to the superintendency, succeeding Supt. H. O. Wheeler, who retires after twenty-one years of faithful and efficient service.

Mr. Varney is a native of Bristol, Vt., a graduate of Middlebury and of Harvard, and has held superintendencies at Ortonville, Minn., and Mankato, Minn. In 1899 he came East and took a position in the Burlington high school.

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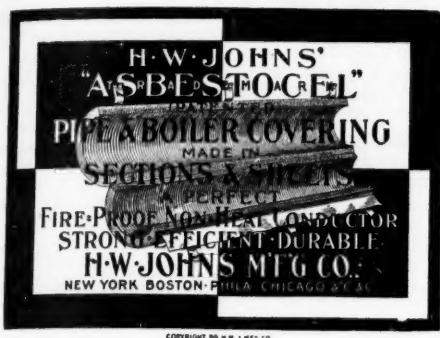
## WASHINGTON, D. C.,

for use in the public schools of that city, and over 27,000 were immediately introduced. The results attending their use have been such that at a meeting of the Board held on April, 1901,

The other numbers were adopted by a unanimous vote.

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OGDENSBURG, N. Y.—The board of education has decided to try the plan of individual instruction as practiced at Batavia. The superintendent has been instructed to make all the arrangements necessary for introducing the system into schools No. 2 and No. 4.

ITHACA, N. Y.—The New England and trunk line passenger associations have tendered to the Cornell university summer session, July 5 to August 16, 1901, reduced excursion rates of one and one-third fares for the round trip on the certificate plan. The excursion rate to Buffalo and the Pan-American exposition from Ithaca is \$3.

CLEVELAND, O.—Western Reserve academy, a large preparatory school at Hudson, has been closed on account of smallpox. A student who lives in Cleveland brought the disease in. School has been dismissed and a rigid quarantine established.

BALTIMORE, MD.—Prof. Henry Augustus Rowland, of Johns Hopkins university, died April 17. He was the son of a distinguished Presbyterian clergyman whose name he bore and was a graduate of the Rensselaer Polytechnic institute at Troy. In 1876, he took the chair of physics at Johns Hopkins where he has since remained. His discoveries in photography made him famous.

CAMBRIDGE, MASS.—Two vacancies on the school board, made by the resignation of Robert O. Fuller and Seth N. Gage, have been filled by the election of J. Henry Russell and William J. Mandell.

URBANA, O.—Mr. J. M. Martin, now principal at Marysville has been elected to the principalship of the Urbana high school, succeeding Prin. Guy Henderson, resigned.

KALAMAZOO, MICH.—Supt. O. E. Latham has handed in his resignation to take effect at the close of the present school year.

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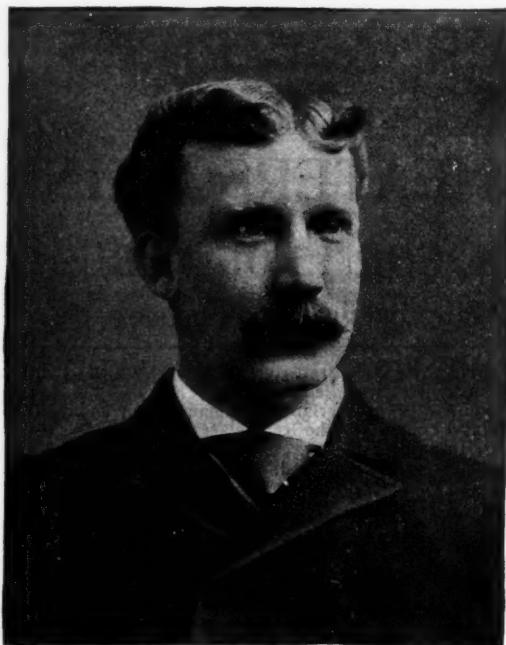
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ALEXANDRIA, VA.—As the term of Supt. K. Kemper is about to expire, the city school board has adopted a unanimous resolution to the state board of instruction that he be re-appointed.

NORFOLK, VA.—A hot fight for the superintendency is on. The two open candidates are Mr. Richard A. Dobie, the present incumbent, and Mr. Thomas J. Randolph, a well-known



Mr. Fred Gowing, who has resigned the principalship of the Rhode Island State Normal School to engage in business. lawyer. The latter candidate is supported by some of the local Democratic associations on the ground that "he is a strong party worker, is eminently fitted to fill all the duties of the office and is entitled to the position."

SAN FRANCISCO, CAL.—The board of education has voted down the proposition compelling teachers to serve a probationary term of three years before being permanently appointed.

NEW ORLEANS, LA.—Mr. William Frantz has been elected to the board succeeding F. D. Chretien.

MILFORD, DEL.—Prin. Elmer E. Cross, of the public schools, has been called to the principalship of the Wilmington Conference academy. His successor at Milford will be Prof. Cecil A. Ewing who comes from the Conference academy.

CINCINNATI, OHIO.—Important changes have been decided upon by the board of education for the city school system. The four intermediate schools, as such, will be abolished, and the buildings which they occupy will be used for district schools. An intermediate department, however, will be established in every district school. The establishment of four new district schools will not only relieve the crowded condition that now exists throughout the city, but the plan would do away with the necessity of children changing schools after completing the district branches, and also save them the trouble of going a great distance from their homes, as is now required for many of them to reach the intermediate school.

Most of the schools are now so crowded that the board has to rent rooms in houses or build temporary wooden structures to be used as colonies.

BALTIMORE, MD.—It is said that when the trustees of Johns Hopkins university succeed in raising the \$1,000,000 endowment which will assure the university the gifts from William Keyser, Frances M. Jenks, and William Wyman, of land for a new site there will be an additional gift of a very large amount from Henry Walters. Subscriptions have been lagging of late, and Mr. Walters is bound to whip them up.

COLUMBUS, O.—Two officers of the National congress of mothers, Mrs. Mary E. Mumford and Mrs. Frederick Schoff, both of Philadelphia, were speakers before the Columbus teachers, April 12. They explained the plans of the congress, which will meet here May 21-22, and asked for the co-operation of the principals and teachers.

SYRACUSE, N. Y.—The board of education is planning to open vacation schools. The appropriation in the budget for the purpose is about \$1,500; nearly twice that of last year.

A four weeks' course in nature study for teachers will be opened at the School of Practical Agriculture and Horticulture at Briarcliff Manor, N. Y., beginning July 23.

Lectures will be given in soils, plants, insects, and animals. Observation lessons will be taken in the study of flowers and plants in the school gardens, in agricultural and economic

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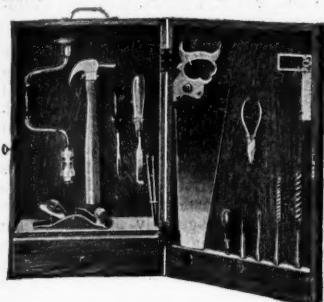
Robert Recorde, M.D., the inventor of the sign of equality (=), wrote the first successful arithmetic (1540). In his preface he avers that if arithmetic is taught rightly it is "a grate proddy of ye witte." Modern pedagogics emphatically endorses his opinion. Southworth's Arithmetics discard all cut-and-dried methods. They are vigorous prodders of the intellect. They compel the pupil to help himself. Would you not like to inspect these up-to-date books? We should be pleased to hear from you.

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While this course is intended to meet the needs of city teachers, it will be open to all students and lovers of nature. Address Geo. T. Powell, director of the school.

Missouri will be the banner state of the Union in attendance at the Detroit meeting if all the assistant N. E. A. managers of the state display the energy shown by Mr. W. H. Lynch, principal of the Mountain Grove public schools. Mr. Lynch, who has been assigned the thirteenth and fourteenth congressional districts for his stamping ground has begun to stamp with vigor and will certainly start up a large attendance. He is sending marked articles thru a local newspaper to all the teachers of his territory and is making a personal appeal wherever that is possible.

The annual catalog of the Pennsylvania State college near

Bellefonte shows an enrolled attendance of 433, with 414 students receiving agricultural instruction by correspondence. The various literary and scientific courses are all well organized. The work in agriculture is perhaps the most notable feature. It comprises a thoro course of four years, giving both the mental training that is requisite to success in any line and the scientific and technical knowledge that the practical farmer needs. Forestry is an important part of this course.

A beautiful souvenir announcement of the "American Institute of Normal Methods" has recently been issued by Messrs. Silver, Burdett & Company, managers. The courses for the summer of 1901 include instruction in vocal music, piano, drawing and reading. The booklet gives various details concerning time, location, etc., of the two schools (Eastern and Western) and also fine portraits of the several instructors. The announcement is really a work of art and well worth having in one's possession.



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## Notes of New Books.

(Continued from page 486.)

Stories of Southern life, especially if well told, like that of *A Maryland Manor*, by Frederic Emory, have an unfailing charm. It is a novel of plantation aristocracy and its fall. It is evidently based on personal experience and is not only valuable as a story, but as history, as it describes a state of society that has ceased to exist. The characters are interesting and the pages are full of vivid descriptions and lively episodes. As a record of the evolution of society in tidewater Maryland it will appeal to the student of social conditions. (Frederick A. Stokes Company, New York. Cloth, \$1.50.)

*Penelope's Irish Experiences* is a book that fully meets the expectations of one who has based them on the previous work in a literary line of Kate Douglas Wiggin. There is a charm about the style that is indefinable, yet which every one feels. The book is based on the travels of three spinsters—Penelope, Francesca, and Salemina—in Ireland, and is similar to the account of the experiences of the same three travelers in England and Scotland. It is a book of travel with a tinge of romance and a good deal of humor. It is amusing and instructive at the same time, making one acquainted in the pleasantest way possible with picturesque localities and out of the way places. (Houghton, Mifflin & Company. Price, \$1.25.)

*William Penn*, whose eventful life is treated by George Hodges in one of the handsome little volumes of the Riverside Biographical series, is an illustration of how the wisdom of men often turns out to be foolishness. William was harshly treated by his father because of his religious views and because he refused to follow the career marked out for him. As it turned out William Penn earned an immortality of fame and did a work for humanity he could not otherwise have done. He is one of the greatest characters in our colonial history. This little book deserves a careful reading. The series constitutes a valuable little library of biography. (Houghton, Mifflin & Company, Boston.)

*Under Tops'ls and Tents*, By Cyrus Townsend Brady, is a book whose fascinations we doubt if any young American can resist. It is just such reading as the healthy-minded youth devours with the avidity that he does a well-prepared meal after an all-day fishing trip. The author was prepared for the writing of the book by a wide range of experience. He is one of the few men who has served in both army and navy; besides he has been a railroad man, and is an Episcopal clergyman.

His experience at the United States naval academy and subsequently on board ship are given in detail; the daily life of the cadet and officer are revealed. As chaplain in the First Pennsylvania Volunteers in the war with Spain, he saw much of camp life. This is described in these pages. The book is humorous, pathetic, dramatic, and sometimes tragic. It is like a play that makes us laugh and weep by turns. (Charles Scribner's Sons, New York. Price, \$1.50.)

In *The Successors of Mary the First*, Elizabeth Stuart Phelps has produced a book quite out of her usual line. Those who have been accustomed to this writer in her transcendental moods will be surprised at the rollicking abandon in this volume. It pertains to material things, as the reader will find out on the very first page, and as we proceed in the story we get deeper and deeper into the servant problem. Mary the First is a cook and general housekeeper, employed in the family of a schoolmaster. She has been there thirteen years; her life is so interwoven with theirs that they scarcely appreciate her worth. When she launches on the sea of matrimony with a plumber she leaves them in a sea of trouble. The rapidity with which her successors followed each other reminds us of the chronicle of the Roman emperors. There were thirteen of them in one year. The schoolmaster was driven to the club and his wife had an attack of nervous prostration. A young lady then succeeded to the place whose efficiency and quiet ways restored joy to the household. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

A new edition has been issued of the *Life of Her Majesty, Queen Victoria*, by Millicent Garrett Fawcett, with an introduction Mrs. Bradley Gilman. This book was first published several years ago when it was thought that the most stirring events in her life were over, yet what great things have happened in the past five years. It is a small book for the treatment of so large a subject; still one will find in a satisfactory outline of Queen Victoria's life and of the history of the administrations of her prime ministers. It will be welcomed into thousands of American households, where there is a thorough admiration for the great and good queen and a belief that the two nations should work together for the enlightenment and uplifting of the race. Mrs. Gilman's introduction gives a great deal of the queen's personal history and very agreeably rounds out the author's charming narrative. The chronological list of the events which occurred in this longest reign of English history, the list of eighteen prime ministers, and the list of the members of the royal family will prove helpful to students of English history. (Little, Brown, & Company, Boston. Price, \$1.00.)

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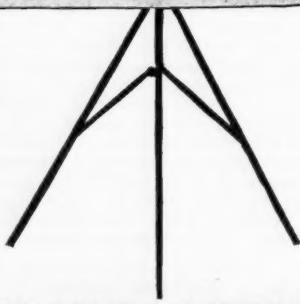
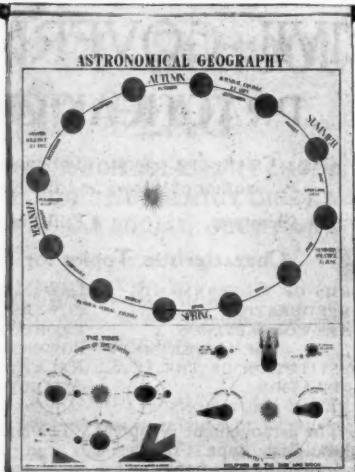
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*The Octopus; A Story of California*, by Frank Norris, is a strong, dramatic story dealing with a condition of affairs that could scarcely exist except on this continent, where giant combinations of capital operate so extensively. The story is founded on what is known as, the "Mussel Clough Affair," when the wheat-growers of the San Joaquin valley came into contact with the railroad, "the Octopus," which they believed was trying to defraud them of their land. It is the pioneer treatment in a story of the great issue that has been so often discussed in the newspapers—the trusts in their relation to the people. From the able way in which the author has handled this subject, the book may be rightly called an epic of the wheat-growers. Two other stories dealing with wheat—the three including (1) production, (2) distribution, (3) consumption—will be added. They will form a history of thrilling and abiding interest concerning one of the world's great necessities. (Doubleday, Page & Company. Price, \$1.50.)

*Age of Chivalry; or, King Arthur and his Knights*, by Thomas Bulfinch; new and revised, and enlarged edition, edited by Rev. J. Loughran Scott, D. D. This is a companion piece, to the same author's famous "Age of Fable." The first edition was a splendid framework without the embellishments of the poets. It lacked the touch of our modern Homer, as Tennyson is sometimes called on account of his "Idylls of the King." Not only Tennyson, but Scott, Dryden, Matthew Arnold, Swinburne, Lowell, Bulwer, Schiller, Mrs. Browning, and Miller, all have contributed their genius to these stories of chivalry and song. In reading this edition of the *Age of Chivalry* one comes in contact with the best literature of the Arthurian legends. Altho the greater part of the book is given to the Arthurian legends, seven chapters are devoted to the writings of Ossian. The book is beautifully illustrated. Taken altogether it is the most satisfactory collection of the legends of early Britain we have yet seen, and no student who wishes to be acquainted with them can afford to be without it. (David McKay, Philadelphia. Price, \$1.25.)

*God's Puppets* is the singular title of the story of New York city in the middle of the 18th century, by Imogen Clark. The opening chapter is a letter of a young British officer, Bellenden,

to a friend at home describing the city and its people in 1757. Thus the young officer introduces himself. Next we become acquainted with his relatives, Peggy Crewe, who laughs at all her admirers, and Larry Crewe, much given to horse racing and card playing; also Dominie Ryerssen and his daughter Annetje. Larry puts his horse Touchstone in a race on which he has staked heavily. His jockey fails him, but Peggy rides in disguise and wins the race; she is thrown and breaks her arm and is secreted at the minister's house. Then comes a drama of love, and jealousy, and revenge, in which a rejected suitor, Adrian de Hooge, plays the villain. Annetje finds that Bellenden loves Peggy and she drowns herself. The book is an accurate picture of the times. The persons in this life drama are well drawn. The most lovable character, to our thinking, is the old Dutch minister, who bears a secret sorrow with true heroism. (Charles Scribner's Sons, New York. Price, \$1.50.)

*A Manual of Personal Hygiene*, edited by Walter L. Pyle, A. M., M. D., assistant surgeon to Wills eye hospital, Philadelphia. This work is the result of the collaboration of a number of well-known physicians, and the matter is put in a popular form so that it can easily be understood by the non-professional. There is no excuse for ignorance in regard to the functions and care of the body when such excellent treatises as this are to be had. The plan is logical. Through the book there is concise but adequate discussion of the anatomy and physiology of the parts under consideration, upon which is based the subjoined advice. Illustrations are used whenever they will aid in making the explanations clearer. (W. B. Saunders & Company, Philadelphia. Price, \$1.50, net.)

## THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; and THE PRACTICAL TEACHER, monthly, 50 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

### School Building Notes.

Flint, Mich., will erect two twelve-room school-houses, cost not to exceed \$25,000.

Harrisville, R. I.—A new eight room school-house has been authorized. Plans have been submitted but not yet adopted.

Waltham, Mass.—Plans have been adopted for new Chestnut street school. Architects are Hartwell, Richardson, and Driver, Boston.

Bronson, Mich.—A \$12,000 frame school-house is to be erected.

Farmington, Miss.—A \$10,000 public school is planned.

Joplin, Mo.—The city will spend \$45,000 upon additional school-houses.

Superior, Wis.—The Nelson Dewey school is already planned for; a frame school-house to replace the William Kimball school will be built this summer.

Pennsylvania Railroad Summer Excursion Tickets to Buffalo, Niagara Falls, and other Summer Resorts.

On April 30, 1901, the Pennsylvania Railroad Company will place on sale summer excursion tickets to Buffalo, on account of the Pan-American Exposition, and to Niagara Falls.

On May 1, 1901, the regular summer excursion tickets to all the principal summer resorts east of Pittsburg and Buffalo will be placed on sale at ticket offices of the Pennsylvania Railroad Company.

These tickets will bear the usual summer excursion limit of October 31, 1901, except that the Niagara Falls tickets will be good to return until November 30, 1901.

The Pennsylvania Railroad Summer Excursion Route Book for 1901 will be issued, as heretofore, on June 1.

### South Dakota Farms

Is the title of an illustrated booklet just issued by the Chicago, Milwaukee & St. Paul Railway, descriptive of the country between Aberdeen and the Missouri river, a section heretofore unprovided with railway facilities but which is now reached by a new line of the Chicago, Milwaukee & St. Paul Ry. Everyone contemplating a change of location will be interested in the information contained in it and a copy may be had by sending a two-cent stamp to F. A. Miller, General Passenger Agent, Chicago, Ill.

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## Interesting Notes.

## Postage and Prosperity.

The postal revenues have long been regarded as an index of the degree of prosperity prevailing. In this light especially some figures just made public by the post-office department are significant. The sales of stamps during the last year ran to almost \$8,000,000, against \$34,500,000 20 years ago. The gain for 1900 over 1899 was over \$7,000,000. The total number of pieces of mail handled was 5 1-3 billions, or nearly 4 times as many as 20 years ago. Hard times invariably cut down the postal receipts, for in such times the people economise even in letter writing. The setback of 1894 resulted in a drop of over \$5,000,000 in revenues. The figures show that on the average people spend twice as much on postage now as they did 20 years ago, in spite of lower postage rates. In fact lower rates nearly always result in an increase of revenues, strange to say.

## The Richest Nation.

The United States is to-day the richest, both actually and potentially, of all the countries in the world. Not alone is our supply of actual money per capita greater than that of any other nation, but our undeveloped resources are undoubtedly the largest and most valuable on the globe. The commercial history of the last decade has proved that we are virtually independent of the rest of the world as regards the supply of raw materials, while in the same period we have shown ourselves so expert in manufacturing that we can supply other countries with the products of mills and factories at an enormous advantage as compared with any one of them. In the years to come there is no reason to doubt that our country will be the largest exporter both of raw materials and of manufactures that the sun shines upon.—*New York Sun*.

## Telephone Progress.

The recent annual meeting of the American Telephone Co. marked the 25th anniversary of the invention of telephone by Prof. Bell, and some interesting figures were cited. Twenty years ago there were 48,000 telephone users in this country, requiring 30,000 miles of wire. Now there are over 800,000 Bell central stations and 2,000,000 miles of wire in use. The total number of telephone "hellos" a year runs up to nearly two billion.

## New Book of Dialogs.

Among the pleasantest experiences of school life are those connected with the Friday afternoon exercises or other entertainments in which pupils take part. But it is frequently hard to get the right kind of material. Teachers and pupils will, therefore, be interested in the little volume of the Practical Teachers' Library, entitled *Tip Top Dialogs* arranged by Alice M. Kellogg. These are humorous without being coarse, the conversations bright and lively, the characters interesting, and the subject attractive to young people. The dialogs are not too long and have plenty of action, and they require very little costuming and scenery. The book is sure to be very popular. (E. L. Kellogg & Company, New York and Chicago.)

## Pan-American Tourists.

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## Interesting Notes.

(Selected from OUR TIMES.)

## Fall of Africa's Black Napoleon.

Rabah, the black Napoleon of central Africa and ruler of the kingdom of Bornu, is dead — fallen before the power of France. The expedition sent by France under the command of M. Emile Gentile Ay-mee'l' Zhong-teel' to punish Rabah, has just returned and re-



RABAH.

ports the death of the leader who has so long been extending his sway over the regions around Lake Chad; also the dispersion of his armies and the re-establishment of French rule over the protectorate which Rabah had invaded and conquered and from which he had expelled such Frenchmen as he did not kill.

Rabah was first heard of as the lieutenant of a central African chief, one Zubier (zoo-bee-ay'). The latter was summoned to Cairo by the khedive, at the time of the Mahdist rising, and what became of him is not known; he was never heard from again. Rabah then became chief. He next appeared as an emir of the Mahdi (mah'dee). When Khartum fell, in 1885, Rabah was one of the chiefs who led his swarming warriors into the city and took part in the murder of Gordon. As Gordon's severed head was brought to the Mahdi at Omdurman, so now Rabah's head, after twenty-six years, has been brought to the French at Kousseri.

The first fight with the French took place at Kuno, where a small river joins the Chari. Rabah had 12,000 men, the French 3,000. Half of the natives were killed and the remainder fled. The French had half their men killed or wounded. Another battle took place at Kousseri, a town near Lake Chad. The forces of Rabah were routed after a battle lasting all day. Rabah was killed by a renegade native who previously had been in his army, but had deserted to the French. This native, Hassan by name, cut off the head of the old king and brought it to M. Gentile. Though the French by their victory have re-established their prestige in the French Congo and the Lake Chad region they have not subdued the kingdom of Bornu, which lies partly in the German and partly in the British "sphere of influence."

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The following extracts from letters which we have recently received from two Prominent Educators speak for themselves.

"I am pleased to know that you have undertaken the work of furnishing our school-rooms with your excellent reproductions. I need hardly to assure you of my hearty appreciation and satisfaction I feel in your work, and anything I can do to further this end will be most cheerfully done by Salem, Mass.

Yours very truly, ROSE TURNER"

"Knowing the quality of your work, it will give me the greatest pleasure to recommend your exhibits to the Supervisors of Drawing in this State whenever I have an opportunity North Scituate, Mass.

Cordially yours, HENRY TURNER BAILEY."

BERLIN PHOTOGRAPHIC COMPANY, Fine Art Publishers, 14 E. 23d St., New York

United States government employ it, and it will probably soon be adopted for the whole country. A bill has been introduced in Congress to make the system legal.

The standard is the meter constructed in 1799 by an international commission representing France, Holland, Sweden, Switzerland, Denmark, Spain, Savoy, and the Roman, Cisalpine, and Ligurian republics. It was made of platinum and was deposited in the Palace of Archives in Paris. It is 39.37 inches long and forms the basis from which the other units of the system are derived. The meter is the one ten-millionth part of the quadrant of the meridian passing through Barcelona and Dunkirk. The *meter* is the unit of length. The unit of surface is the *are*, which is equal to 119.60 square feet. The unit of capacity is the *liter*, which contains 61.027 cubic inches. The unit of weight is the *gram*, which is equal to 15.422 grains.

#### To the Land of Ice and Snow.

The Baldwin-Ziegler Arctic expedition lately sailed from New York for Hamburg. It is under the direction of Evelyn Briggs Baldwin, who has already shown his ability as an explorer of the far north. The members are forty men selected for their ability and health and their willingness to bear hardship without grumbling. William Ziegler, a patriotic man of wealth is backing the expedition; he wishes to have the Stars and Stripes unfurled over the farthest point north yet reached by man.

From Hamburg the Baldwin-Ziegler outfit will be reshipped to Tromsøe and Sanfjord, Norway. There it will be divided and quartered on the expedition's two ships, the America and Fritjof. These are steam vessels also fitted with sailing power. They will sail to a point in Franz Joseph land which will be made the base of supplies. From there the journey will be by dogs and sleds to the limits of easy travel, and then, with a small company of picked men, a dash will be made for the pole. In this a balloon, such as was used by the ill-fated Andree, may be used.

The map given here shows the most recent explorations in the polar regions.

*Atwood's Standard School Algebra* has been adopted by the board of commissioners of Trenton, N. J., for the high schools of that city.

*Carroll's Geographical Series, Around the World* have been adopted as *Regular Text-Books* by the board of education of Indianapolis.

The fifty-third annual statement of the Penn Mutual Life Insurance Company, of Philadelphia, makes good reading, the general report of the president, Mr. H. F. West, being clear and concise in the statement of facts and principles. The appeal he makes to members to use their influence in preventing double taxation of life insurance companies is strong and timely. Much of the recent legislation in regard to taxation of insurance and beneficiary associations swiftly tends to penalize a form of thrift that is most desirable.

## Statement OF THE TRAVELERS INSURANCE COMPANY OF HARTFORD, CONN.

Chartered 1863. (Stock) Life, Accident and Employers' Liability Insurance.

JAMES G. BATTERSON, President.

PAID-UP CAPITAL \$1,000,000.00

January 1, 1901

Total Assets	\$30,861,030.06
(Accident Premiums in the hands of Agents not included.)	
TOTAL LIABILITIES (Including Reserves),	26,317,908.25
EXCESS SECURITY to Policy-holders,	8,543,126.81
SURPLUS,	8,543,126.81
Paid to Policy-holders since 1864,	\$42,643,384.92
Paid to Policy-holders in 1900,	2,908,464.08
Loaned to Policy-holders on Policies (Life),	1,586,682.20
Life Insurance in Force,	109,019,851.00

#### Gains for the Year 1900:

IN ASSETS,	\$8,167,819.96
IN INSURANCE IN FORCE (Life Department Only),	8,685,297.06
INCREASE IN RESERVES (Both Depts.), (8 1/2 per cent. basis)	2,484,892.52
PREMIUMS COLLECTED,	6,890,888.55

Sylvester C. Dunham, Vice-President.  
John E. Morris, Sec'y. J. B. Lewis, M.D., Medical Director and Adjuster.  
Edward V. Preston, Supt. of Agencies. Hiram J. Messenger, Actuary.

Incorporated 1851.

## THE MASSACHUSETTS MUTUAL LIFE INSURANCE CO., SPRINGFIELD, MASS.

JOHN A. HALL, President. HENRY S. LEE, Vice-President. HENRY M. PHILLIPS, Secretary

#### TEN YEARS' PROGRESS.

	1890	1900	Gains	Percentage of Gains
Premium Income.....	\$2,814,559.43	\$4,884,529.74	\$2,070,970.31	117.86
Income from Interest and Rents.....	508,096.10	1,072,685.14	564,589.04	111.11
<b>TOTAL.....</b>	<b>\$2,722,648.52</b>	<b>\$5,897,164.88</b>	<b>\$3,174,516.36</b>	<b>116.60</b>
Assets December 31.....	\$11,252,639.54	\$26,245,622.04	\$14,992,982.50	133.24
Amount Insured December 31.....	\$63,290,789.00	\$136,238,923.00	\$72,948,134.00	115.26
Surplus December 31.....	\$870,581.77	\$2,324,635.51	\$1,454,053.74	167.02

Since its organization The Massachusetts Mutual Life Insurance Co. has paid to its policyholders in Death Claims, \$20,163,430.97 Endowments Matured, \$3,370,018.00 Dividends, \$9,559,142.03

Assets Dec. 31, 1900, \$26,245,622.04 | Liabilities, \$23,920,986.53 | Surplus, \$2,324,635.15



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## Forest Fires in Australia.

While the United States was shivering in the cold and ice of winter, Australia was experiencing an unusually hot summer. The weather was so warm that the land was parched. For a week South Australia and Victoria lay under a torrid wave which sent the mercury up to 109 in the shade and dried things up so that the heated term has been followed by raging, roaring bush fires which have destroyed thousands of sheep and cattle, left farm-houses masses of charred ruins, set fire to towns and burned to death men and children. In one place 300 miles of flames swept across the country.

In the Mount Pleasant district of South Australia, 50,000 acres of growing grass were destroyed by a fire which burned for three days and covered nearly 100 square miles of country. This fire died out only when there was nothing left for it to feed upon in that region. The town of Mount Pleasant narrowly escaped being destroyed with all of its inhabitants.



In the southwest part of South Australia fires broke out in a region of small farms. When the flames had swept over the country it was dotted with blackened ruins of what once had been homesteads, and many farmers and their families were left homeless and penniless. In Victoria the bush fires destroyed not only large areas of grass and thousands of head of live stock, but caused also a considerable loss of life. In one district the roaring flames made a gigantic barbecue of 100,000 head of live stock. In the northeastern district of Victoria the flames swept over 300 square miles of territory. Trains on the railroad had to travel between walls of fire in many places, and there was a large destruction of live stock.

## Britain's Pacific Cable.

A cable will be laid from Vancouver, B. C., to Australia and New Zealand. When completed it will cost \$6,000,000. The expense will be divided between Great Britain, Canada, and Australia. The line is to be ready for business by August 2, 1902. It will only touch British territory—the mid-ocean stations being Fanning island (south of Hawaii), Fiji, and Norfolk island.

## Railroads and Telegraphs in Africa.

A railroad will be built from Dar es Salaam on the coast of German East

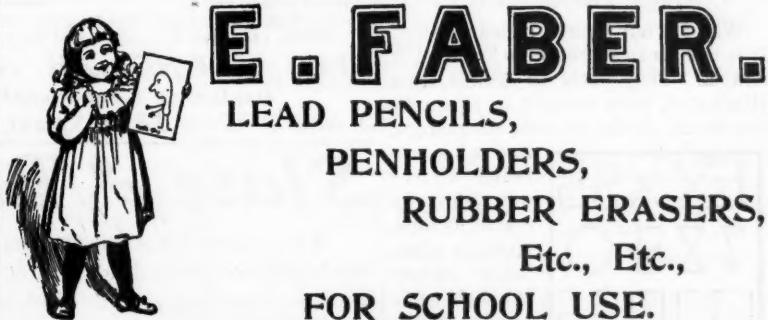
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Africa, just south of Zanzibar, to Mrogoro, a place about one hundred miles inland. The object is to improve the trade with the interior. The telegraph line which Cecil Rhodes is extending northward along Lake Tanganyika toward Khartum will do something to help trade in the German sphere.

The Uganda railway is nearly completed. It will make easier the reaching of points in the eastern part of the Congo State, as well as points in the western part of the German sphere and along the Nile between Victoria Nyanza and Fashoda. Those parts of Africa have not been held securely on account of the difficulty of getting men and supplies there. The railroad and telegraph will help England, Belgium, and Germany to meet any crisis that may occur.

#### The "Auto" Invades Africa.

Some French automobilists went recently to Tunis and made a journey on their horseless carriages through the desert of Gabes. They found the heat excessive, but enjoyed the halts at the oases along the route and the visits to the Arab villages. The natives experienced some alarm at first at the strange looking carriages. The tourists saw a real simoom when the sky became a peculiar red color. A great deal of interest was excited by the tour, and the time seems to be not far distant when the automobile will provide a cheap and suitable means of travel in Tunis and Algeria.

#### Origin of Arabian Numbers.

Why are our figures called Arabic? It is not because they were invented in Arabia. They came to Arabia from Hindustan, were brought to Spain by the Moors, Arabs, or their conquerors,

and thence found their way into the rest of Europe. Nothing absolutely certain is known as to their origin. One of the two following theories is probably the correct

one:

As excellent geometers, they composed the written number out of geometrical figures. One has only one angle, 2 has two, 3 three, &c., 0, a circle has none.

Again, it is argued that the figures were composed of right angles and squares, the number of lines used indicating the number to be noted. There is one line in 1, three in 3, seven in 7, &c.

The Greeks and Romans had systems totally different from ours, and which made long calculations almost impossible, therefore it seems likely that the mathematicians of old had knowledge of what are now called Arabic figures.

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A pistol has been invented with a small searchlight attachment enabling one to fire with deadly accuracy in the darkest room. A slight pressure on the trigger lights a small electric lamp placed in a tube just beneath the barrel. This throws a strong beam of light like a bull's-eye lantern. This beam shows exactly where the bullet will strike when the revolver is fired, and by simply flashing it about the room the burglar may be discovered. The weapon is provided with its own electric battery and may be used over and over again without recharging.

**Photographing Distant Objects.**

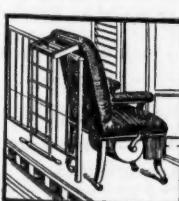
M. Vautier, a Swiss photographer, has invented an instrument by which he can photograph objects at a great distance. He lately set up his instrument at Yverdon and photographed a group of huts at a distance of 210 kilometers, or about 140 miles. The possibilities of the invention from a military point of view are very great.

**Heat from the Stars.**

An instrument is in use for measuring the heat of the stars that records a change in temperature of less than a millionth of a degree. Those far-away suns shed such a small amount of heat on this earth that the instrument, to show any change at all, must be wonderfully delicate. This one is so delicate that the heat of the hand several feet distant will push the indicator way beyond the scale. Even with this instrument a telescope with a twelve-inch lens is used in connection with a series of mirrors to gather as many rays as possible and throw them on the smallest possible surface. It has thus been shown that Arcturus and Vega do shed some heat on the earth, though the amount is exceedingly small.

**A Useful Fire Escape.**

A simple and useful device has been invented to aid people to escape in case of fire. It consists of a heavy arm chair



and a strong rope ladder wound on a drum underneath the seat. The rope is of wire and the steps are steel bars. By rolling the chair to a window or moving it out on

the balcony and unwinding the ladder escape can speedily be provided for. This device would be useful in schools, hotels, and other public buildings.

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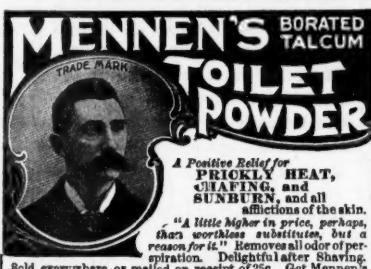
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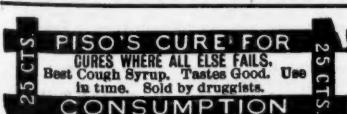


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## Interesting Notes.

Abdul Hamid II, celebrated the twenty-fifth year of his reign by calling for benevolence from his subjects and promises to put up drinking fountains in the chief cities of the Ottoman empire, to build a railroad from Damascus to Mecca, and to run a telegraph line to the Hedjaz.

Mr. George Holland, who died recently at the age of seventy-six, had given his whole life to work among the outcasts of London. The *Interior* says: "Long before any of the modern settlements were effected, Mr. Holland was pursuing his humble work in the slums of the great city. George's Yard, so-called, is a narrow cul-de-sac in the shipping quarters, where not less than 2,000 persons lived whose names were on the police books as under surveillance. A good many of these were and are criminals of the fourth and fifth generation. They have never known or desired any other life than this of dirt and vice. They have but one aim, to escape work; but one ambition, to outwit the police. Mr. Holland chose George's Yard for his home and devoted himself to its wretched denizens with an ardor not excelled by the chieftain of the Apostles."

## Literary Notes.

*The Vision of Jonathan Erskine Hollingsworth* was revealed Feb. 24, 1892. It foresaw the late Spanish war as well as the invasion, still a long way off, of California by the French and Chinese. If anybody wants to know our destiny he will do well to read this remarkable work which the Eldorado Publishing Company, of Indianapolis, is bringing out.

The May *Century* will be a travel number, transporting the reader to many lands and climes,—Italy, England, and France, India, China, and Japan,—or dropping him down in midocean on an outward bound steamship. Not the sketches only, but even the fiction is cosmopolitan in its appeal. The magazine will appear when the "spring fret" is urging its victims strongly to drop routine tasks and fare forth on their travels.

Captain Dreyfus' own story of his arrest, degradation, and transportation to Devil's Isle, together with a portion of the diary kept by him during his stay on the island is the leading feature of *McClure's Magazine* for May.

In connection with recent discussions at the physical education conference of the subject of athletics, many persons, especially women, will be interested in Mr. J. Parmly Paret's "Woman's Book of Sports," announced by D. Appleton & Company. It gives a chapter on men's sports from the standpoint of the spectator, so that any one in a half-hour's reading may get sufficiently initiated to enjoy football, baseball, yacht-racing, rowing, and other athletic exercises. The book will be fully illustrated. Mr. Paret is well known as an authority on tennis and golf.

At the conclusion of the Franco-Italian festivities at Toulon on April 11, President Loubet proceeded to his home at Montelimar, to visit his aged mother. In the May *Century*, Baron Pierre de Coubertin, in an article on the French president, says that M. Loubet, made a great popular hit with the French people, on the occasion of his first visit to his native town after his election, by leaving his carriage in the procession and running to greet his mother with a kiss. This study by a nobleman of a strong man who has risen from the ranks is accompanied by a frontispiece portrait drawn from the life by J. W. Alexander.

Senator O. H. Platt, of Connecticut, who, as chairman of the senate committee on relations with Cuba, is the man most intimately connected with the Cuban question, has contributed a most significant article to the *World's Work* for May in

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which he sums up the whole matter of Cuban relations and outlines the conclusion to which it must lead.

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The United States asks for nothing more than this, but it recognizes its obligation and insists upon its right to see that such results are to be permanently secured."

Doubleday, Page & Company have issued a new catalog of their publications, filling about 150 pages. The healthy growth of this young publishing house is probably best indicated by the appearance of this catalog, which represents the productions only about three years and includes the writings of about one hundred and fifty authors, among whom are such names as Kipling, Booth Tarkington, Ellen Glasgow, William Allen White, Miss Wilkins, Joel Chandler Harris, Edwin Markham, Gilbert Parker, Mr. and Mrs. Seton Thompson, S. R. Crockett, Stephen Crane, Henry George, C. D. Gibson, Anthony Hope, Maurus Jokai, Henry D. Lloyd, Dr. John Watson, Goldwin Smith, Col. George E. Waring. With their new magazine, *The World's Work* edited by Mr. Walter H. Page, Doubleday, Page & Company stand as a well equipped modern publishing house.

The leading feature of the June number of the *Woman's Home Companion* will be a magnificent drawing by Howard Chandler Christy, to illustrate an article on diplomatic life abroad. The article is one which gives Mr. Christy an opportunity to show both sides of his talent, that of a limner of beautiful and stately women, and of accurate and dashing military figures. Mr. Christy, who is still on the under side of thirty, has had a more meteoric rise than any other living American illustrator.

Mrs. Isobel Strong, the step-daughter and amanuensis of Robert Louis Stevenson, gives in the May number of *The Critic*, a most interesting account of "Tin Jack" the original of "Tommy Haddon," in "The Wrecker." Jack Buckland was his name, and his picture shows him to be all that one expects of the hero of Mr. Stevenson's story.

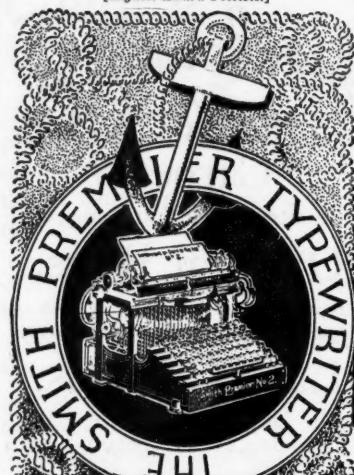
A very charming booklet is that containing a list of nature study books by Anna Botsford Constable, George Francis Atkinson and other authors whom Messrs. Ginn & Company have captured in recent years. Every teacher ought to have it on her desk.

Mr. Francis W. Halsey, editor of the *New York Times Saturday Review*, is evidently a man of wealth. At any rate he has joined the ranks of American historians, and it is a well known fact that only wealthy men can afford to write history. His account of "The Old New York Frontier," which Scribner's Sons are bringing out, is the result of years of study of a large mass of manuscript matter bearing upon the early history of the headwaters of the Susquehanna.

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